

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

**REVISED BOARD MEETING AGENDA**

*Grays Harbor College  
200 Building, Room 220  
1620 Edward P. Smith Drive, Aberdeen  
July 27, 2006*

**8:00**      **Breakfast (Work Session) – 100 Bldg, Fireside Room**  
*Informal discussion with members of the higher education community and other stakeholders.*

**9:00**      **Welcome and Introductions**

- *Gene Colin, HECB Chair*
- *Laurie Kaye Clary, Vice President for Instruction, Grays Harbor College*

**Approval of the May 25, 2006 Meeting Minutes** **1**

**9:10**      **Consent Items**

**New Academic Degree Program Proposal: University of Washington,  
Doctor of Philosophy in Rehabilitation Science** **2**  
*Resolution 06-15*

**New Academic Degree Program Proposals: Pilot Baccalaureate  
Programs at Community Colleges**

▪ **Olympic College, Bachelor of Science in Nursing** **3**  
*Resolution 06-17*

▪ **South Seattle Community College, Bachelor of Applied Science  
in Hospitality Management** **4**  
*Resolution 06-18*

▪ **Peninsula College, Bachelor of Science in Applied Management** **5**  
*Resolution 06-19*

▪ **Bellevue Community College, Bachelor of Applied Science in  
Radiation & Imaging Sciences** **6**  
*Resolution 06-20*

- 9:15 Initiatives Proposed by the WA Learns Higher Education Advisory Committee 7**  
*Ann Daley, Executive Director for Washington Learns, will discuss the initiatives proposed by the Higher Education Advisory Committee. These recommendations will be reviewed by the Steering Committee along with other recommendations from the Early Learning and K-12 advisory committees. A draft integrated plan will be developed in August and the final report will be adopted in November.*
- 9:45 Report of the Executive Director**  
*James E. Sulton, Jr., Ph.D., will review several items with the board.*
- 10:00 Fiscal Committee**  
Mike Worthy, chair
- Discussion & Action: 2007-09 HECB Agency Budget Request 8**  
*Resolution 06-21*  
*State agencies must submit their 2007-09 biennial budget requests to the Office of Financial Management (OFM) by September 1, 2006. The fiscal committee has reviewed the proposed HECB agency budget request and will submit it to the full board for consideration and approval. Joann Wiszmann, deputy director, will deliver the staff presentation.*
- 10:30 Information & Discussion: 2007-09 Higher Education Operating Budget Recommendations – Budget Development Approach 9**  
*The fiscal committee has reviewed the approach to be used in developing and presenting the 2007-09 higher education operating budget recommendations. Fiscal policy division staff will review the details of the proposed approach.*
- 11:00 Financial Aid Committee**  
Roberta Greene, member
- Information & Discussion: GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Program Update 10**  
*Weiya Liang, associate director for GEAR UP and John Klacik, director of Student Financial Assistance, will provide an overview of the success of the first GEAR UP grant cycle (1999 – 2006) and progress with the second GEAR UP grant cycle (2005-2011).*
- 11:20 Information & Action: State Need Grant/State Work Study Rules Change 11**  
*Resolution 06-22*  
*The board will consider adopting proposed changes to the State Need Grant rules allowing students to be served in less-than-half-time pilot program. Both State Need Grant and State Work Study rules would give priority to serving former foster youth.*

**11:30     Board Executive Session**

*In accordance with the provisions of RCW 42.30.110, the board will hold an executive session to consider a prospective real estate transaction.*

**12:00     Recess for Lunch**

*(100 Bldg., Fireside Room - no official business)*

**1:00     Education Committee**

Dr. Sam Smith, chair

**Information & Discussion: Diversity in Washington Higher Education****12**

*Jim Sulton will present a draft system-wide report to the board for review. The report follows upon recent discussions of diversity in Washington higher education, including an in-depth review by the HECB Advisory Council at its most recent meeting. The report includes information about the current level of diversity in higher education as it pertains to students, faculty and staff and the campus environment, as well as recommendations for future improvement.*

**1:30     Discussion & Action: New Academic Degree Program Proposal -  
University of Washington, Master of Science in Real Estate  
Resolution 06-16****13**

*The University of Washington seeks Higher Education Coordinating Board approval to offer a Master of Science in Real Estate (MSRE) program. Institutional and industry representatives will discuss the demand for the program and respond to the board's questions about the proposed new degree program.*

**2:00     Information & Discussion: Statewide Role and Mission for higher Education****14**

*The HECB has statutory responsibility to review the role and mission of public institutions of higher education in conjunction with the development of the statewide strategic master plan. The most recent review was completed during preparation of the 2004 Master Plan. In light of changes in the state's higher education system over the past two years and in preparation for the 2008 strategic master plan, the board will review the existing roles and missions of the state's public higher education institutions and discuss the development of a statewide mission for higher education that would inform academic planning.*

**2:30     BREAK**

**2:45      Information & Discussion: Online Student Advising Pilot Project      15**

*The HECB first proposed the purchase or development of an online student advising system for funding in the 2001-03 biennial budget. Since then, the HECB has continued to explore ways to make it easier for students to transfer. The proposed system would enable students at any community college in the state to explore degree programs at any baccalaureate institution in the state through one website. Earlier this month, the K-20 Educational Network awarded the HECB Qwest Settlement residual funding to pilot the online advising system at two schools over the next year. Andi Smith, Associate Director for Academic Affairs, will provide an overview of the pilot project. Representatives of AcademyOne, the HECB's private-sector partner for this venture, will demonstrate the capabilities of the system.*

**3:15      Information & Discussion: Biennial Review of Academic Enrollments, Programs, and Locations      16**

*In September 2005, the board approved a revised framework for approving new degree programs, creating off-campus teaching sites and centers, and assessment and reporting requirements for new and existing programs offered by the six public baccalaureate institutions. Dr. Randy Spaulding, Acting Director of Academic Affairs, will explain the proposed classification of existing off-campus instructional locations as teaching sites and centers and will summarize programs approved, name changes, reclassification and programs eliminated in the past two years.*

**Public Comment****3:45      Adjournment**

**Public Comment:**      *A sign-in sheet is provided for public comment on any of the items presented.*

**Meeting Accommodation:**      *Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.*

## HECB 2006 Meeting Calendar

<b>Regular Board Meeting</b>	<b>Advisory Council Meeting</b>	<b>Location</b>
<b>August 24, Thursday</b> <b>8:00 – 10:00</b> <i>(special Board meeting)</i>		<b>Tacoma Community College</b> Senate Room, Opgaard Student Center 6501 S. 19 <sup>th</sup> , Tacoma
	<b>August 24, Thursday</b> <b>10:00 – 2:00</b>	<b>Tacoma Community College</b> Senate Room, Opgaard Student Center 6501 S. 19 <sup>th</sup> , Tacoma
<b>September 27, Wednesday, 1:00 – 4:00</b> <i>(regular board meeting)</i>		<b>State Investment Board</b> Board Room 2700 Evergreen Parkway NW, Olympia
<b>September 28, Thursday, 8:00 – 4:00</b> <i>(budget presentations)</i>		<b>State Investment Board</b> Board Room 2700 Evergreen Parkway NW, Olympia
<b>October 26, Thursday</b> <b>8:00 – 3:00</b>		<b>Yakima Valley Community College</b> Deccio Higher Education Center, Parker Rm 16 <sup>th</sup> Avenue & Nob Hill Blvd, Yakima
	<b>November 16, Thursday</b> <b>10:00 – 2:00</b>	<b>Highline Community College</b> Student Union Bldg (#8), Mt. Skokomish 2400 S 240 <sup>th</sup> , Des Moines
<b>December 14, Thursday</b> <b>8:00 – 3:00</b>		<b>University of Washington</b> Walker Ames Room Seattle

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

July 2006

## **Draft Minutes of May 25 meeting**

### **HECB Members Present**

Mr. Gene Colin, chair  
Mr. Jesus Hernandez, secretary  
Mr. Charley Bingham  
Ms. Roberta Greene  
Mr. Bill Grinstein, vice chair  
Mr. Lance Kissler  
Sen. Betti Sheldon  
Dr. Sam Smith  
Mr. Mike Worthy

### **Welcome**

Chair Gene Colin introduced Charles “Charley” Bingham, newly appointed board member. Mr. Bingham is a retired executive vice president for the Weyerhaeuser Company, and currently sits on the Washington Learns steering committee. He was a visiting fellow at the Yale University Graduate School for Forestry and Environmental Studies and earned his law degree from Harvard University. Mr. Bingham will serve a four-year term ending June 30, 2010.

President George Bridges of Whitman College welcomed the board to the Walla Walla campus. He spoke of three major challenges facing higher education in Washington state, and Whitman’s commitment to providing its students with the necessary tools to cope with these challenges:

- Changing demographics. Fifty percent of all children under the age of five in Washington and the nation as a whole belong to an ethnic minority; in about 10 years, these children will be ready to enter college. That demographic change will result in a change in the makeup and priorities of the student body;
- Responding to the needs of a continuously changing world and the need to learn about increasingly complex issues; and
- Steadily rising tuition costs and the effect of this increase on higher education access for future generations of students.

**UW doctoral program in Nursing Practice added to the agenda**

The board discussed a recommendation from the Education Committee to revise the day's agenda to include another action item, a proposal from the University of Washington for a new Doctor in Nursing Practice (DNP).

Dr. Sam Smith, chair of the Education Committee, said the committee met by conference call on May 24 to discuss the degree proposal. The proposal has been circulated among Washington higher education stakeholders for review, and has been posted on the HECB Web site for the standard 30-day comment period. The program was originally scheduled for review during the board's July meeting; however, the UW has received word that a grant application to the U.S. Health Resource Service Administration requires that the program be approved prior to July. In light of this development, the institution had requested that the HECB program review process be expedited. The Education Committee voted to move the proposal forward to the full board for consideration.

Action: **Sam Smith** moved to revise the board agenda to include UW's doctoral proposal in Nursing Practice; **Roberta Greene** seconded the motion, which received unanimous approval.

**March meeting minutes approved**

Action: **Bill Grinstein** moved to approve the minutes of the board's March meeting; **Roberta Greene** seconded the motion. The minutes were unanimously approved.

**B.S. in Agricultural and Food Systems at Washington State University approved**

Action: **Sam Smith** moved to approve the B.S. in Agricultural and Food Systems at Washington State University (Res. 06-13). **Mike Worthy** seconded the motion. The program was unanimously approved.

**Report of the executive director**

- **Snohomish, Island, Skagit counties (SIS) project**

Executive director Jim Sulton said the project is on track for a December 1 report to the legislature. Staff have held a series of town hall meetings in each of the three counties to give

local residents an opportunity to weigh in on the top four alternatives recommended by the 13-member advisory committee.

The four alternatives are:

- A four-year comprehensive public college or university;
- A four-year comprehensive public college or university with a poly-technical focus;
- A four-year college or university affiliated with an existing four-year institution; and
- A four-year college or university with poly-technical focus affiliated with an existing four-year institution.

Project consultants NBBJ and MGT of America, Inc. will begin drafting the final report next month, which will come before the board for approval during its October meeting in Yakima. Once the final report is completed, any action such as site selection and construction would require approval and additional funding by the legislature and governor.

- **Fall 2006 application trends**

Sulton briefed the board on a prospective decline in student enrollments, based on a decrease in the number of applications for admission that Washington colleges and universities are receiving. This matter is of concern because of its policy implications: a decline in enrollments could affect budgets, academic planning and capital construction, among other issues.

The Office of Financial Management, the Council of Presidents, and HECB staff are conducting an “Applications Match Study” to analyze existing enrollment and application data from all public 4-year institutions. The board will be further advised once the study is complete.

- **Academic Competitiveness Grants**

Earlier this year, Congress created two new federal grant programs – Academic Competitiveness Grants and the Science and Mathematics Access to Retain Talent (SMART) grants – aimed at increasing the number of low-income students attending college, especially in scientific disciplines. Up to 500,000 students could be eligible next year for the two programs. The U.S. Department of Education has set temporary guidelines that define qualification standards.

Sulton said that while the basic premise of the grants is laudable, certain aspects of the programs raise concern:

- The grants are available only to full-time students who just graduated from high school, thereby excluding many older and part-time students.
- Students must maintain a 3.0 G.P.A. in college to earn the grants in the second through fourth years; this policy institutes a merit-based component into financial aid programs that have historically been only need-based.



The HECB wrote to Secretary Spellings to request that students enrolled in Running Start (a dual-credit high school and higher education program) qualify for the Academic Competitiveness Grant. The HECB believes that the highly successful Running Start program should be included as an acceptable measure of a “rigorous” curriculum. The letter to Secretary Spellings explained that Running Start students meet the intent of the underlying law, which is to encourage and reward the pursuit of a rigorous secondary program of study.

- **Transfer and articulation framework**

During the Education Committee meeting, HECB associate director Andi Smith discussed ongoing efforts to strengthen the existing framework for articulation and transfer. Smith said that adoption of a formal framework would help solidify transfer as a key strategy in increasing baccalaureate degree production. HECB staff are currently reviewing the board’s policy statements and working with the institutions to document the best practices already in place, and identify gaps in current public policy. The formal framework will address a number of issues, including student advising and existing statewide articulation agreements, and will be presented to the board for review and approval in late summer.

- **Evergreen President Les Purce to co-chair HECB Advisory Council**

At the suggestion of the Executive Committee, Dr. Purce has been asked to co-chair the board’s Advisory Council. Dr. Purce has agreed, and will assume his new position at the council’s June 22 meeting.

**Board approves UW Doctor in Nursing Practice (DNP) degree program**

Randy Spaulding, HECB senior associate director, provided background information on the UW’s proposal to establish a doctoral degree in nursing practice. He said that over time, the program would replace UW’s practice-oriented nursing master’s degrees, which currently train nurse practitioners, clinical nurse specialists, certified nurse midwives, and community health nurses. The DNP program would begin in fall 2007 with 30 FTE, growing to 270 FTE by its seventh year. DNP graduates would serve as faculty as well as nurse practitioners. The proposed program would be one-of-a-kind in the Northwest, and one of only a dozen nationally.

Representatives from the University of Washington were present to respond to board questions regarding the relevance, necessity, purpose, and benefit of the proposed doctoral program:

- Susan Woods, UW associate dean of the School of Nursing;
- Fred Campbell, dean emeritus of undergraduate education; and
- Marie-Annette Brown, Ph.D., ARNP, RN, FAAN, and professor of Family and Child Nursing.

The DNP is being proposed primarily in response to the increasing complexity of the health care industry, increased requirements that have been added to the master’s program, and the growing need to replace current faculty who are nearing retirement age.

Worthy asked Spaulding if HECB staff have had sufficient time to evaluate the program proposal. Spaulding replied that UW School of Nursing staff have satisfactorily addressed questions and concerns that were raised during the Education Committee meeting, and that the proposal is very strong.

Colin asked UW program staff to report back in one year on the status of the program.

Action: **Mike Worthy** moved to approve the Doctor in Nursing Practice at the University of Washington (Res. 06-14). **Roberta Greene** seconded the motion. The program was unanimously approved.

### **Guaranteed Education Tuition (GET) program**

Betty Lochner, GET director, briefed the board on Washington's Section 529 prepaid college tuition program, which provides families with a tax-advantaged, safe and affordable way to pay for college tuition in the future by purchasing GET "units" at today's rates.

For the second consecutive year, GET is the fastest-growing prepaid tuition plan in the nation. More than 11,000 new accounts were opened this year, bringing the total to over 66,000. Most GET participants are from middle-income families who don't earn enough to pay as they go and often do not qualify for financial aid programs. About 5,000 students are currently using their GET units; 8,000 more will be eligible in the fall. More than 75 percent of students use their GET units at a Washington public institution. New enrollment will begin September 15 and run through March 30, 2007. The unit price was adjusted on May 1, and has increased from \$66 to \$70 per unit.

GET needs predictability in order to remain actuarially sound. In a worst-case scenario – wherein double-digit increases in tuition were to occur over several years, and GET funds were projected to be insufficient to cover contractual obligations – state law requires the legislature to appropriate enough funds for the program to cover its expenses for the biennium. GET reserves are administered by the State Investment Board.

### **Report of the Financial Aid Committee**

- **Review of private career school eligibility to participate in the State Need Grant (SNG) program**

John Klacik, HECB director for student financial assistance, and Rick Sinclair, director of finance at the Interface Computer School (representing the Washington Federation of Private Career Schools and Colleges - WFPSC) summarized the efforts of a joint workgroup to review the criteria by which for-profit career schools are allowed to participate in the SNG program.

The workgroup will also seek to ensure that participating institutions abide by rigorous standards of operation and that SNG recipients are capable and qualified.

Fifteen private for-profit schools currently participate in the SNG program. Most are located in the central Puget Sound area. In 2004-05, participating schools enrolled about 8,000 students; 2,700 received SNG funding amounting to \$4.2 million. Since 1985, about 22 private for-profit institutions have participated in the SNG program, eight of which have gone out of business. In two of these cases, the schools closed their doors while still owing money to the state. The WFPSC maintains that such closures reflect negatively on the industry as a whole, and is working with the HECB to prevent unexpected closures by for-profit schools. One recent closure was precipitous: one day the school was conducting business-as-usual, and the next day students found a chain on the door when they arrived for class. There is no existing safeguard against this type of closure, but the current review of eligibility criteria would help identify at-risk schools early on.

Changes to SNG participation requirements could lead to increased enrollment. There are currently at least 19 schools with a total of 4,000 to 5,000 students who do not participate in the SNG program, but could be eligible once the changes are implemented.

- **Update on the scholarship clearinghouse**

The Scholarship Coalition is an informal, non-governmental group of organizations that has partnered with the HECB to develop a scholarship clearinghouse. The clearinghouse would bring together Washington donors and students and also would encourage more organizations to create or contribute to scholarships. The coalition has secured a \$45,000 grant from the Education Assistance Foundation (recently renamed College Spark) to hire a consultant to conduct a feasibility and implementation study, which will be completed in October. Next steps involve securing funding for software development. The plan is for the HECB to eventually take over maintenance of the clearinghouse. This project complements HECB efforts to produce a Web-based advising system that would eventually enable community college students to explore transfer options to the state's 4-year institutions.

### **New Eastern Washington University president welcomed**

Colin welcomed Dr. Rodolfo Arévalo, the new president of Eastern Washington University, and invited him to say a few words.

### **Report of the Education Committee**

- **Applied baccalaureate pilot programs at the two-year colleges**

HB 1794, passed by the 2005 legislature, authorized pilot programs leading to applied baccalaureate degrees in four of the state's public two-year colleges. The proposed degree programs are subject to the same comprehensive review process used by the HECB to assess all

new degree programs. The process takes into account faculty roles and institutional support, links between program proposals and institutional assessment, and accreditation and planning.

During its April 24 meeting, the Education Committee received a preliminary analysis of the four applied baccalaureate pilot proposals. Loretta Seppanen of the State Board for Community and Technical Colleges (SBCTC) provided a summary of the SBCTC review and selection process. The institutions were given the opportunity to present brief overviews of their proposals and respond to questions from the committee.

Subsequently, the institutions submitted full proposals (available on the HECB Web site) for public comment. Following the public comment period – scheduled to end in June – the proposals will return to the Education Committee for review, and will then be presented to the full board for consideration during its July 27 meeting. If approved, the programs would enter a development phase in fall 2006, including a review by the Northwest Commission on Colleges and Universities, curriculum development, and faculty hiring. The programs would begin enrolling students in fall 2007, with 20 FTE each in the first year, and 40 FTE in the second year.

Smith said the Education Committee will work with the accrediting organizations to ensure that board members are kept apprised of the timing and status of the process.

- **Statewide higher education accountability framework and targets approved**

State law directs the HECB to “establish an accountability monitoring and reporting system” for higher education in Washington. Chris Thompson, HECB director for government and university relations, presented an aligned accountability framework that was achieved through a collaborative effort between the governor’s office, OFM, the HECB, COP and the institutions. Targets to improve efficiency were also discussed.

Debora Merle, higher education policy advisor to the governor, said that higher education accountability efforts are constantly evolving. Ideally, the new framework will be kept in place long enough to reach the proposed targets and gather data on the results of the institutions’ efforts. Decreasing the number of indicators that institutions have to report on will also make it easier to track accountability elements.

The process is not over. Near-term efforts will include gathering additional data on job placement and employer satisfaction with recently hired graduates of Washington’s public baccalaureate institutions, exploring the feasibility of various methods of collecting data, and refining some of the indicator definitions. In the long term, the group hopes to connect meaningful results with constructive consequences. For example, while efficiency is not entirely tied to funding, it is important to ensure adequate funding to help the institutions meet the targets. Another long-term goal is to bring student learning into the picture.

Jesùs Hernandez raised the concern that equal opportunity and diversity are not addressed in the framework, sending the message that these issues are not valued by the state. He asserted that addressing diversity at the front end as a performance indicator would encourage institutions to

be more proactive in terms of outreach and recruitment of ethnic minorities. Thompson said that the data collected on Pell Grant recipients, who tend to belong to underserved groups, help fill this gap; however no data is being collected on student performance by ethnicity. This is a concern that has been raised in the past, and is something the workgroup plans to address.

Worthy asked why targets for the two-year institutions extend to only 2007, while four-year institutions have indicated targets to 2010-11. In addition, Worthy said the goals for the two-year institutions fall short of those set in the strategic master plan. Thompson replied that there are plans to set targets by November for 2008-09 and 2010-11 at the two-year institutions. Because enrollment at the two-year colleges has been dropping significantly for the past two years, the colleges are waiting to see fall 2006 enrollment numbers before setting targets for the next six years. Enrollment rates at community and technical colleges are closely tied to the state of the economy.

Worthy asked if community colleges should be more bullish in their degree production, in the way that four-year institutions are. Thompson replied that community and technical college targets are driven by biennial appropriations.

Grinstein asked if there had been any discussion about cost and productivity during the workgroup sessions, because he believes that evidence of a more efficient system would motivate the business community to contribute to higher education. Thompson said that the percentage of students who graduate within 125 percent of the required number of credits in their degree programs could be considered a productivity indicator. He said there have been conversations about state appropriations and state authorization levels, but the cost-per-unit produced was not discussed; however, all of the indicators listed deal with productivity in one way or another.

Action: **Sam Smith** moved to approve the Statewide Higher Education Accountability Framework and Targets (Res. 06-10). **Roberta Greene** seconded the motion. The motion was approved with one **abstention from Mike Worthy**, due to incomplete targets from the two-year college system. Jesús Hernandez voted to approve the report, with the understanding that diversity will be considered as the work progresses.

- **Awards in high-demand grant programs approved**

Joann Wismann, HECB deputy director, described the background and process used to determine awards for HECB-administered high-demand programs. The budget signed into law by Governor Gregoire on March 31 included high-demand funds to be awarded by the HECB to the state's four regional universities. The legislature allocated \$900,000, for a total of 80 FTE.

The budget defined high-demand fields as those in which "enrollment access is limited and employers are experiencing difficulty finding qualified graduates to fill job openings."

In calling for proposals, the HECB asked the institutions to address the findings included in the HECB Statewide and Regional Needs Assessment, and to address such issues as diversity and the significantly lower-than-average college participation in certain areas of the state. In addition, grant applicants were encouraged to submit letters of support from the local business communities as evidence that their programs would help employers.

The review committee, which included representatives from institutions and state agencies recommended funding for the following programs:

- Organic Chemistry at Central Washington University; will allow program graduates to work in any number of high-demand fields;
- General Studies in Social Science at Central Washington University; will take place in Yakima, thereby serving place-bound students and providing the community with much needed graduates in the field of social science;
- Communication Disorders at Eastern Washington University, also known as speech language pathology;
- Occupational Therapy at Eastern Washington University;
- Physical Therapy at Eastern Washington University;
- Plastics Engineering Technology & Vehicle Design at Western Washington University; and
- Secondary Education in Math & Science at Western Washington University.

The Evergreen State College did not submit a proposal for this round of awards; private institutions did not submit proposals in partnership with public institutions.

Action: **Roberta Greene** moved to approve the proposed awards in high-demand programs (Res. 06-11). **Lance Kissler** seconded the motion, which was unanimously approved.

- **Washington State Transition Mathematics Project and college readiness mathematics standards**

Ricardo Sanchez, HECB associate director for academic affairs, updated the board on college readiness efforts underway in Washington state. He said there are two dynamics playing out at the state level: (1) many students need remedial math and English upon entering college, and (2) an increasing number of jobs require at least some postsecondary education. Many states, including Washington, are taking up the challenge of defining college readiness to help students transition from high school to postsecondary education.

In Washington, the 2004 Strategic Master Plan for Higher Education calls for defining college readiness in the key subject areas of mathematics, science, English, social studies, world languages, and the arts.

With funding provided by the legislature and governor in 2005, the HECB is leading the effort to define college readiness in English and science. The definitions are expected to be submitted to the board in December 2006. The board's college readiness project is a cross-sector collaborative approach, involving representatives from K-12, community colleges, and baccalaureate institutions.

Sanchez introduced Bill Moore, policy associate of assessment, teaching and learning at the SBCTC and project director for the Transition Mathematics Project (TMP), an effort funded by the state and the Bill and Melinda Gates Foundation. The HECB is part of a cross-sector management team that oversees the TMP.

Moore provided background on the standards developed in mathematics that are geared to helping students understand what is necessary to complete entry-level college coursework in mathematics. The standards have been teacher/faculty-driven and have and have drawn positive reviews across the state from educators, business leaders and mathematics organizations.

Moore said that math is a huge issue -- not only in Washington, but in the entire nation. Of all recent high school graduates who are pursuing a college education, almost half require some form of pre-college math. Moore said this number is a source of concern, and the primary reason why the TMP received funding from the 2005 legislature.

The purpose of the TMP is to define college-readiness standards in order to help students transition smoothly from high school to college; particularly in the areas of math and quantitative reasoning. Long-term goals of the project include modifying student behavior and reducing math remediation in college. Other TMP goals are to encourage students to take more math courses and more rigorous math courses, and to improve the quality of math instruction.

The TMP is focused on implementing, not just defining, math standards. During Phase I, the TMP developed college-readiness math standards, created materials to communicate "math messages" with key audiences, and supported five local and regional partnerships focused on college readiness in math.

In Phase II of the project, the team will work with several regional partnerships across Washington, and is in the process of developing such products as:

- Professional development materials and programs for math teachers;
- Alternative, rigorous math courses for high school juniors and seniors;
- High school and college curriculum alignment analyses; and
- Student and parent outreach and early placement and advising models.

Charley Bingham asked how it will be determined in five years which improvements have been made, and what the follow-up process looks like. Moore replied that an evaluation process is built into Phase II, as well as collaboration with local partnerships. Another measuring stick is to

see whether high school students are taking more math courses, and whether they are taking math courses later in their high school careers.

Grinstein asked what is being done to encourage students and parents to take an interest in the project. Moore replied that toolkits, partnerships, and information in Spanish are being used. Phase II involves talking to Parent Teacher Associations and making more formal connections in outreach efforts.

Action: **Sam Smith** moved to accept the standards outlined in the TMP report and to support continued collaboration through Phase II of the project (Res. 06-12); **Bill Grinstein** seconded the motion. The motion was unanimously approved.

- **Biennial Review of Academic Enrollments, Programs, and Locations**

This item was tabled for presentation and discussion at the board's July 27 meeting.

### **Public Comment**

Wendy Radar-Konofalski of the Washington chapter of the American Federation of Teachers (AFT) and Gary King of the Washington Education Association (WEA), representing faculty from community and technical colleges and pre-K through K-12 teachers and classified employees, addressed the board during the public comment portion of the agenda.

The AFT, in concert with WEA, now represents all faculty at Eastern Washington University, Central Washington University, and Western Washington University, under the umbrella of the United Faculty of Washington State (UFWS). Radar-Konofalski and King said the UFWS would like to be included in important decision-making processes at the college level as well as at the state level. As such, they would like to work closely with the HECB on such matters as accountability, the strategic master plan, and other higher education policy issues.

With regard to time-to-degree, they said that faculty are also concerned with the issue, but would like to point out that some factors – such as economic and educational background and ethnicity – need to be taken into account when designing any kind of accountability framework.

### **Adjournment**

The meeting adjourned at 2:30 p.m.



July 2006

## **DRAFT: Doctor of Philosophy in Rehabilitation Science University of Washington**

### **Introduction**

The University of Washington is seeking HECB approval to offer a Doctor of Philosophy in Rehabilitation Science. Offered by the Department of Rehabilitation Medicine (DRM), the program would prepare students for research and faculty positions in Rehabilitation Sciences. This interdisciplinary Ph.D. program would build upon the students' successful professional background in occupational therapy, physical therapy, speech and language pathology, rehabilitation counseling, prosthetics and orthotics, medicine, engineering, or another related field with a focus on links between and among pathophysiology, impairment, functional limitations, and societal limitations. If approved, the program would begin in fall 2006 and enroll up to six students.

### **Relationship to Institutional Role and Mission and the Strategic Master Plan**

The program would draw on the strengths of the existing faculty of the department and help to support the continued growth of the research program. The Ph.D. in Rehabilitation Science would contribute to the mission of the University of Washington to support the advancement and dissemination of knowledge through supported research and through the preparation of the next generation of faculty in students' respective professional fields.

The program goals are consistent with the strategic master plan goals of providing opportunities for students to earn degrees and of responding to the state's economic needs. The program would be the first in the Northwest, and one of fewer than 10 nationally to offer professionals from a range of disciplines the opportunity to earn a research-oriented doctorate in Rehabilitation Sciences. Graduates of the program would fill faculty positions to meet demand for greater numbers of qualified clinicians and conduct research that would improve practice.

### **Program Need**

The Ph.D. proposal is a response to needs expressed by students, employers, and community stakeholders. The HECB's *State and Regional Needs Assessment* finds that the state produces fewer professional and doctorate degrees than are required to meet the needs of Washington employers.

The examination of employer demand for the program is broken down by demand within several of the specialties that would feed into the Ph.D. program. The primary purpose of the proposed degree program is to prepare new faculty who would conduct research and teach in professional training programs at all levels. In each specialty, the need for post-professional doctoral prepared faculty is driven, at least in part, by the need for more practitioners.

The need for faculty in these fields is substantial and growing. Recent data from national associations indicate that more than half of all faculty in occupational therapy, physical therapy, and prosthetics and orthotics are under-prepared for their positions. In 2005, institutions reported 122 faculty vacancies in physical therapy. Between 1991 and 2001, institutions reported 130 annual vacancies for doctoral-level faculty in communication disorders and sciences.

The need for trained professionals in all rehabilitation science fields is also growing. According to the U.S. Bureau of Labor Statistics, positions in occupational therapy, physical therapy, and communication disorders and sciences are growing faster than average. The number of jobs for orthotists and prosthetists are expected to grow at about the average. Other sources show a strong need for rehabilitation counselors.

The faculty needed to teach students who will become occupational therapists should appropriately be prepared at the post-professional doctoral level. However, the American Occupational Therapy Association lists only 10 post-professional doctorate programs nationwide, and none in the Pacific Northwest. The need for occupational therapists is expected to grow 21 to 35 percent through 2012, further straining the need for well-prepared faculty. The proposal cites a recent study focusing on needs in the Pacific Northwest in which 24 percent of respondents reported vacancies and 64 percent reported difficulty hiring. Washington projections of employer need are for 74 openings annually through 2012. Beginning in 2007, the entry level requirement for occupational therapists will be a master's degree.

Equally concerning is difficulty hiring appropriately prepared faculty to train students to become physical therapists. In a 2002 survey, the American Physical Therapy Association reported that only 43 percent of core faculty in physical therapy programs had a Ph.D. and that institutions had nearly 100 current<sup>1</sup> vacancies. In addition, another 68 positions were expected to be vacant and 43 new positions were yet to be filled. Graduates of the proposed program could become faculty in Doctor of Physical Therapy programs. The minimum training requirement for physical therapists is now the professional doctorate (DPT). Nationally, the number of positions in physical therapy is expected to grow 21 to 35 percent through 2012. In a 2003/04 survey of Washington hospitals, 62 percent of respondents reported that recruiting for physical therapists was "very difficult." Analysis of Washington employment projections indicates that 122 open positions in physical therapy are expected each year through 2012.

The proposed program would also prepare faculty for communication disorders and sciences openings. In 2000-2001 (the last year for which data are available) there were 157 faculty

---

<sup>1</sup> Current at the time of the survey in 2002.

openings nationally, with 83 doctoral graduates projected for the same period. Only 58 percent of faculty searches were successful that year. Demand for students of communication disorders and sciences programs also is expected to grow faster than average nationally. Currently, UW offers the only Ph.D. program in Communication Disorders and Sciences in the Northwest. The proposed program would complement the existing degree program with an emphasis on clinical research and practice specific to people with disabilities. Nationally, the number of positions in speech and language pathology is expected to increase faster than average job growth. In Washington, 103 new openings are projected each year through 2012.

There is a shortage of qualified faculty to prepare rehabilitation counselors. In a 2004 study, 48 percent of faculty respondents indicated they would leave their academic posts within the next 10 years. The nearest Ph.D. program for rehabilitation counseling is offered at the University of Arizona. Rehabilitation counselors are typically trained at the master's degree level. It is anticipated that 45 percent of existing agency counselors will retire within the next five years. In Washington, there is a projected annual demand for rehabilitation counselors to fill 431 positions per year through 2012.

Physiatry is “a special branch of medicine specifically dedicated to the diagnosis and treatment of physical disability. Physiatrists are doctors who are certified as specialists in rehabilitation medicine by the American Board of Physical Medicine and Rehabilitation.”<sup>2</sup> According to a 2000 survey by the Association of Academic Physiatrists (the most recent year for which data are available), 45 physical medicine and rehabilitation programs were recruiting for 67 academic positions. The Ph.D. in rehabilitation sciences would complement the residency program and prepare doctors to take academic positions. Physical medicine and rehabilitation (PM&R) is taught at only 88 of 132 medical schools in the country. The University of Washington's Department of Rehabilitation Medicine offers the only residency program in PM&R in the Northwest.

In the fields of prosthetics and orthotics, the proposed degree would respond to the need for qualified researchers. The American Academy of Orthotists and Prostetists (AAOP) has expressed a goal of encouraging researchers to conduct investigations in clinical prosthetic and orthotic practice. The need for practitioners is much smaller than the other areas discussed; however, by 2020, the demand for orthotic care is expected to increase by 25 percent and the demand for prosthetic care is expected to increase by 47 percent due to the aging population.

Student demand for the program was assessed based upon inquiries received over the past several years and the department's experience with three federal training grants in which students were prepared to meet demand for occupational therapists and physical therapists in pediatric practice. These programs have been extremely competitive and only serve a small segment of the population the proposed program would serve. In addition, undergraduate students who take the currently offered minor in rehabilitation science have expressed demand

---

<sup>2</sup> National Spinal Cord Injury Association Resource Center  
<http://www.eskimo.com/~jlubin/disabled/nsca/fact11.html>

for the proposed program. In the past four months, 28 students have inquired about the program and nine students have applied or are applying to the program.

The proposed program serves the community by preparing professionals to take on faculty positions to prepare the next generation of clinical service providers and to conduct research that would improve clinical practice.

The proposed program would be the first research-oriented Doctorate in Rehabilitation Science to be offered in Washington, and one of only 10 nationally.

## **Program Description**

The primary focus of the program would be to prepare researchers, educators and leaders in rehabilitation science to contribute to the development of rehabilitation practice and policy. The program would help students to develop content knowledge in rehabilitation science, enable graduates to conduct research that will inform service delivery and policy, and provide students with tools to teach in a higher education classroom and clinical settings.

Students would be admitted to the program on a two-year cycle, with a new cohort every other year. In most cases, applicants would have completed a degree program and obtained certification or licensure (where appropriate) in occupational therapy, physical therapy, speech and language pathology, rehabilitation counseling, prosthetics and orthotics, medicine, engineering or a related field. In addition, applicants would typically be expected to present evidence of clinical expertise and leadership, a GPA of 3.0 or higher, GRE scores of 600 or higher, letters of reference, and a goal statement. Applications would be reviewed by an eight-member review committee. In the first year, the program would accommodate 6 FTE students and would grow to approximately 12 FTE students at full enrollment in the fifth year.

Students would complete a minimum of 100 quarter credits (66 semester credits) and would typically complete their degree program within four to five years. The curriculum is composed of a core of 21 credits, a research requirement of 18 credits, 5 credits in teaching, 3 cognate areas of at least 6 credits each and 30 credits for the dissertation. Up to 30 credits of coursework could be completed in another post-professional degree program. An individual student's course of study would be flexible within this framework and would need to be approved by the student's examination committee. Students who are unable to complete their studies would have an option to apply their earned credits toward a master's degree.

The program would draw on 10 core faculty and 20 associate faculty, providing depth and breadth of experience. The core faculty, including the program director, would be diverse in terms of discipline and rank. Six disciplines are represented among the core faculty, all of whom have experience with Ph.D. level students. Associate faculty would also provide teaching, serve as advisors, and serve on examination committees.

Students would be assessed throughout the program. The proposal outlines clear student learning objectives and provides a means to assess students throughout the program. Objectives for an individual student would be further defined through the approval of a course of study and a dissertation topic. Students would be assessed on individual coursework as well as key benchmarks within the course of study, including prospective candidacy, a research and inquiry presentation, general examinations, acceptance of a dissertation proposal, and a final examination.

The program would be assessed through a variety of approaches as well. Program goals are well defined. Included within the program assessment plan is an assessment of the success in attracting and retaining a diverse student body. Program quality would be assessed through examination of numerous factors, including average time to completion of key student benchmarks, student accomplishments (e.g. publications, awards, grants) and accomplishments of graduates collected upon graduation and every five years thereafter. Course evaluations, individual student feedback, and faculty feedback also will provide information that will be used to fine-tune the curriculum over time.

## **Diversity**

The proposal outlines a comprehensive strategy to encourage diversity within the program. A diversity recruitment and retention advisory council would assist the department in implementing a strategy to support the department's efforts to attract and retain a diverse student body. In addition, the department already has identified faculty who currently participate in outreach activities to promote diversity in the professions through campus organizations and activities. The program would collaborate with a variety of existing groups on campus to promote the program and to provide service to students enrolled in the program. The department also has identified outside organizations and associations that would help the recruitment efforts.

## **External Review**

The program was reviewed by a committee of experts, including three UW faculty and two external reviewers. In addition to the committee report, each external reviewer submitted a letter outlining their specific assessments of the program. The external reviewers were:

- Irene R McEwen, Professor, Department of Rehabilitation Science, University of Oklahoma Health Sciences Center, College of Allied Health
- Charles Christiansen, Dean and Professor, School of Allied Health Sciences, University of Texas Medical Branch.

The review resulted in a series of recommendations to improve the proposal and ultimately the program. The committee strongly supported the program for the following reasons:

- (1) Strong employer demand, especially with regard to appropriately trained faculty,
- (2) Lack of a similar program in the Northwest,
- (3) Quality of the Department of Rehabilitation Medicine at the University of Washington, especially its research program,

- (4) High-quality faculty with the expertise to deliver the proposed program and deliver the core curriculum and cognate areas.

The committee was concerned that the proposal to admit students only every other year may limit the program's ability to attract the most qualified applicants in a given year. Program developers responded that especially well-prepared students may be considered in alternate years on a case-by-case basis.

The committee also found a need for greater clarification in some areas. For example, the program "must provide more than a mechanism for students from multiple practice professions to earn their Ph.D." Rather, "students must emerge from the program with a broader and more integrated perspective than ... would be gained by advanced study within the practice discipline alone." To accomplish this goal, the committee recommended that the program employ a guiding framework that would focus the work of faculty and students. Program developers responded by explicitly defining the underlying framework, based on research within the discipline which guided the development of the program, and by adding an introductory course that would broaden students' perspectives and understanding of the different facets of the rehabilitation process.

The committee also made suggestions related to the alignment of the competencies expected in the general exam and those expected in the core coursework, as well as questions about the cognate requirements and the credit requirements for students who enter with completed graduate coursework. Program developers provided further clarification on these issues, highlighting the competencies expected in the general examination and the alignment with core course requirements, further definition of the cognate requirements, and criteria through which students could petition to have up to 30 credits of previous graduate level coursework applied to the degree requirements.

Several recommendations around distance delivery, online outreach, and course sharing with other institutions were provided. The program developers indicated a desire to use technology as appropriate, but expressed a need for students to interact in person and said that, at least in the near term, the program would focus on site-based delivery.

The developers also expressed a need to focus on retention as well as recruitment of students. The program responded by adding retention strategies to the charge of the Diversity Recruitment Advisory Council. In addition, the program will utilize a cohort model that will provide students with a common core experience, opportunities to support one another, and a strong mentor relationship with faculty.

Student financial support also was a concern raised by the committee; the department has seen substantial growth in grant funding over the past 12 years and expects to continue to have enough graduate research assistantship positions to support students in the program.

Finally, the committee recommended several specific collaborations and courses, including greater collaboration with the school of medicine and school of social work, the addition of a

grant-writing course, and space for students and faculty to collaborate. The program has added a grant writing course and is working to strengthen the collaborations as suggested by the reviewers. The School of Medicine has committed to funding and securing the additional space required by the Ph.D. in Rehabilitation Science.

Dr. McEwen recommended approval of the proposed program in concurrence with the committee report. She further suggested that graduates of the program would be heavily recruited as faculty researchers and cited the severe shortages of qualified faculty and the premium placed on strong interdisciplinary research skills by hiring departments. McEwen also highlighted the need to cater to students who would be unable or unwilling to give up their current positions in order to enroll as full-time students.

Dr. Christiansen also recommended approval of the proposed program in concurrence with the full committee report, reiterating many of the points made in that report. He highlighted the need for the program, especially in the western United States where no similar programs are currently in place. Christiansen cited interviews with prospective students to substantiate demand for the program as well as changes in the professions that would be supported by the program. He was complimentary to the faculty, citing the depth and breadth of experience as a key strength of the proposal.

## **Program Costs**

The program would draw on existing faculty expertise. Program costs are estimated, based on one full-time faculty position. The one full-time faculty position would include .5 FTE program director, .2 FTE administrative core faculty, and .3 FTE teaching faculty (distributed quarterly based on teaching assignments). In addition, the program would employ a part-time program operations specialist (.5 FTE).

Capital requirements for the program include a 350-square foot common meeting space for students. The medical school has committed to providing such a space, which would be furnished with a computer, telephone, locking cabinets, seating, work space, and open shelving.

With an entering class of 6 student FTE, direct costs are estimated to be \$24,234 per FTE in the first year of the program. At full enrollment in year five, the direct cost would be \$11,016 per FTE. The average direct cost of instruction for graduate students in the health sciences at the University of Washington is \$18,024; this figure includes both master's and doctoral students, including medical students. Average direct cost of instruction for graduate students in health sciences at Washington State University is \$12,179. The cost estimates in the proposal do not include costs associated with funding teaching or research assistantships. Students may enter the program with funding support through faculty research grants, state or federal training grants, or their own resources.

## **Staff Analysis**

The proposed program would support the unique role and mission of the institution by providing training in an interdisciplinary field that would support the training of the next generation of researchers and educators. The program also addresses the strategic master plan's goals of (1) providing opportunities for students to earn degrees and (2) responding to the economic needs of the state by providing training that would support the professional development of individual students and develop the faculty who will train the workforce for a growing and essential industry. In addition, the program responds to demonstrated student, employer, and community needs, consistent with the state and regional needs assessment and the institution's own assessment of need.

The program draws on experienced and well-qualified faculty who are acknowledged as experts in their field and applauded for their excellence in research. External reviews attest to the quality of the faculty and the research program at the University of Washington's Department of Rehabilitation Medicine.

The criteria and approach for student and program assessment is well-defined and based on measurable outcomes using multiple sources of information and various points in time.

The proposed program would employ an advisory committee and a variety of outside programs and groups to attract and retain a diverse student body. In addition, the program would admit students from diverse professional and educational backgrounds. It would offer a curriculum that focuses on common elements across disciplines for a better shared understanding of rehabilitation science and give students the tools they need to assume a leadership role, with an emphasis on research and teaching.

The admission process has the potential to become cumbersome and confusing. External reviewers and the committee expressed concerns about admission every other year. The approach proposed in the response to allow certain students to enter out of sequence may result in a de facto annual admission process. The program should monitor this closely, including follow-up with inquirers who do not apply (especially in off years) and consider ways in which it can admit annually while still cycling the curriculum on a two-year rotation (perhaps by offering the introductory course annually).

The program would be one of only a few in the country. The program would not duplicate existing programs and would be offered at a reasonable cost.

## **Recommendation**

Based on careful review of the program proposal and supplemental sources, HECB staff recommend approval of the Ph.D. in Rehabilitation Science at the University of Washington.

The Education Committee met on July 13, 2006 and voted unanimously to recommend approval of the Ph.D. in Rehabilitation Science.



**RESOLUTION NO. 06-15**

WHEREAS, The University of Washington proposes to offer a Doctor of Philosophy in Rehabilitation Science; and

WHEREAS, The program would support the unique role and mission of the institution by providing students with an opportunity to earn a research-oriented doctorate in a field with substantial need; and

WHEREAS, The program would respond to demonstrated student, employer, and community needs, consistent with the state and regional needs assessment and the institution's own assessment of need; and

WHEREAS, The recruitment and diversity plan is well-defined and builds upon existing programs at the university; and

WHEREAS, The program has undergone an extensive development and review process and has received support from external experts; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Doctor of Philosophy in Rehabilitation Science at the University of Washington.

Adopted:

July 27, 2006

Attest:

\_\_\_\_\_  
Gene J. Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair

July 2006

## **DRAFT: Bachelor of Science in Nursing – Olympic College**

### **Introduction**

Olympic College is seeking Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Science in Nursing (BSN). Olympic College was one of four colleges selected by the State Board for Community and Technical Colleges through a competitive process to develop a baccalaureate level program for students with an associate degree in an applied field. Nurses who have achieved licensure at the associate level would have the opportunity to continue their studies and complete a bachelor's degree. The RN-BSN pathway proposed by Olympic College is similar to longstanding programs offered by the state's established baccalaureate institutions and would be phased in through a unique collaboration with the University of Washington Tacoma (UWT) nursing program.

The BSN program proposal responds to a need for nurses trained at advanced levels in the local health care industry and offers students an opportunity to improve their skills and advance in their careers. With the implementation of the BSN program, Olympic College would be the only public college or university offering the BSN on the Olympic Peninsula.

### **Relationship to Institutional Role and Mission and the Strategic Master Plan**

The primary mission of Olympic College is to provide quality education and training for all who seek to improve their lives through learning. Strategic planning in support of this mission includes establishing Olympic College as a health care education center for the region and increasing opportunities for a diverse local population. The program responds to this mission by providing a degree pathway that would allow nurses trained at the associate level to move into positions with greater authority and flexibility. In addition, the program would contribute to the community by preparing well-qualified health care workers at multiple levels.

Many elements of this program align well with the mission of Olympic College. However, the college's new authority to grant bachelor's degrees, even when limited to a single program, represents a significant expansion of the institution's role and mission. Developing a degree program at a new level has implications for accreditation and potential impacts on students, faculty, and institutional resources. These implications and impacts are discussed later in this summary.

Consistent with the goals of the *2004 Statewide Strategic Master Plan for Higher Education*, the program provides opportunities for students to earn degrees and responds to the state's economic needs. The proposed degree program also would respond to changing demand within the health care industry. Specifically, the program would meet the needs of students by providing access to a degree program that would enhance their skills and provide for career advancement. More broadly, the program responds to the economic needs of the state by providing a better trained workforce for a key economic sector. The job market for nurses is complicated by the fact that there are multiple levels at which a nurse might be training, so in addition to a general shortage of registered nurses there is also a shortage of nurses who possess higher levels of education required for certain jobs within the industry.

### **Program Need**

The proposal responds to needs expressed by students, employers, and community stakeholders. The board's *State and Regional Needs Assessment* identified a substantial gap between the supply of prepared graduates in health care programs and projected employer demand for qualified workers. Roughly half of the demand for additional training at the baccalaureate and graduate level is in nursing. The HECB analysis estimates that 55 percent of nurses would be expected to have preparation at the baccalaureate level or higher. The National Advisory Council on Nurse Education indicates that as many as 66 percent of nurses ought to be trained at the baccalaureate level or higher.

The proposal cites multiple sources, including the *State and Regional Needs Assessment*, to demonstrate the need for additional trained nurses in the region and for more baccalaureate level nurses to meet employer demand. Annually, more openings are expected for registered nurses than any other occupational group requiring mid-level training in the Olympic and Pacific Mountain workforce development areas, the areas that comprise the Olympic Peninsula.

The gap is not limited to this region; the needs in nursing are a statewide problem. The Washington State Job vacancy survey finds that nursing accounts for the largest number of unfilled openings, with an estimated 4,473 vacancies statewide and more than 800 vacancies on the Olympic Peninsula. The Robert Wood Johnson Foundation indicates this is a national problem that will continue to accelerate through the year 2020. Adding to these pressures, a growing population will increase the demands on the community's health care industry.

A key problem in meeting employers' needs for trained nurses is the many different sub-disciplines that require training at a specific level and/or in a specific area. Access to baccalaureate level education is a key element in that puzzle. Many positions and/or employers, such as local public health agencies and the naval hospital in Bremerton, require a bachelor's degree as the minimum qualification. In other cases, such as Harrison Medical Center in Bremerton, the bachelor's degree may not be required, but is strongly preferred. The bachelor's degree is also a requirement for further education, including advance practice occupations at the master's and doctorate levels – like nurse practitioners.

In a January 2006 survey of students, Olympic College found that 91 percent of respondents expressed an interest in the RN to BSN program. In a November 2005 survey of current practicing nurses by the Olympic Healthcare Alliance, 90 percent of respondents expressed an interest in the RN to BSN program. Olympic College currently graduates 50 qualified nurses with associate degrees annually. With recent increases in the size of the nursing cohort, this number should increase. In addition, Olympic College is reaching out to other local associate degree nursing programs to ensure the proposed program would articulate with their programs.

Currently, Old Dominion University offers the only baccalaureate level nursing program on the Olympic Peninsula. Offered primarily via videotaped lecture and online, the program has graduated 10 students with a BSN since 1998. The next closest option is University of Washington Tacoma, a 96-mile round trip from the Poulsbo campus.

### **Program Description**

The proposed program would provide a local opportunity for registered nurses who have completed training at the associate level to continue their education and complete a bachelor's degree in nursing. RN to BSN completion programs are well-established in Washington and are offered by a number of colleges and universities; however, commute time and distance to existing programs are significant factors for students on the Olympic Peninsula who wish to complete the BSN.

The program would be developed through a unique collaborative arrangement with the University of Washington Tacoma. Under the agreement, UWT would contract with Olympic College to offer the first year of the program. Students then would be offered the opportunity to continue their study at UWT in the second year of the program or continue at Olympic College to complete the degree requirements. During the contract period, UWT would provide technical support and training to Olympic College faculty to support the development of the program. The agreement does not imply that the Olympic program would be a duplicate of the UWT program. Instead, Olympic would draw on the strength and expertise of the UWT faculty to design a program that would meet the unique needs of the region and prepare the faculty to deliver a high quality program.

Licensed nurses with an associate degree in nursing would be eligible to enroll in the RN to BSN program if they had a minimum grade point average (GPA) of 2.5 overall and a minimum 2.0 GPA in all required prerequisite courses. If more students meet the minimum requirement than space allows, admissions decisions would be based on GPA ranking.

Students would complete 40 credits of upper-division nursing credits in the program. In addition, they would be awarded 35 credits for completion of the NCLEX exam required for nursing licensure. The student also would transfer 40 nursing credits from their associate degree program and complete a total of 65 credits in general education. Specific course requirements would include: foreign language (two years in high school or two quarters in college), English

composition, college level math, statistics, chemistry, anatomy and physiology, and microbiology. The courses listed above would count within the broader distribution requirements including: 5 credits of quantitative reasoning, 15 credits of writing coursework, 15 credits of humanities coursework, 15 credits of social science coursework, and 18 credits of natural science coursework.

Program graduates would have enhanced career opportunities through greater promotional opportunities and greater flexibility in work assignments. A BSN or higher is required for nurses to work in some specialties. In addition, a number of employers prefer to hire at the baccalaureate level or above and/or provide opportunities for current nursing staff to continue their education. The program would be designed to ensure that graduates have the skills and knowledge required to take on greater levels of responsibility and to successfully enter and complete graduate education programs.

In the first year, the program would accommodate 20 FTE (40 headcount) students. The program would grow to approximately 50 FTE (95 headcount) students by the fourth year. The department estimates the program could be as large as 34 FTE students in the first year and 62 FTE students by the fourth year.

Individual students and the program would be assessed based upon clearly defined outcomes. Students would be assessed throughout the program on their individual coursework and portfolio of work. The program would be assessed on the success of students in the program, graduate surveys, and employer surveys. In addition, the institution will seek specialized accreditation through either the National League of Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).

In addition to the institutional student and program assessment, the program would undergo review due to the pilot status of the BAS degree programs. The SBCTC and the HECB will conduct evaluations of the programs following initial implementation. Finally, as the first degree at a new level, the proposed degree program would represent a substantive change that requires review by the Northwest Commission on Colleges and Universities (NWCCU), the regional accrediting body.

## **Diversity**

The institution has received grant funding to support efforts to recruit a diverse student body. The nursing program would focus on developing the pipeline through recruitment of diverse students into the associate degree program and supporting students' continued study toward the bachelor's degree.

## External Review

The program was reviewed by three external experts:

- Dr. Carl Christiansen, Dean of the Buntain School of Nursing, Northwest University
- Dr. Mary K. Salazar, Professor, School of Nursing, University of Washington
- Dr. Elizabeth Towner, Professor (retired), Western University of Health Science, College of Graduate Nursing and former dean, School of Nursing, Southern Oregon University

All three reviewers expressed support for the program and applauded the collaboration with University of Washington Tacoma. In addition, all of the reviewers indicated a critical need for expanded access to baccalaureate nursing degree programs.

### *Dr. Christiansen's Evaluation*

Dr. Christiansen cited a number of strengths of the proposal, including the fit with the mission of Olympic College and a program evaluation plan that would lead to specialized accreditation. Dr. Christianson also made a number of suggestions to improve the program, including the use of off-site locations to attract diverse students and additional outcome measures. He recommended a careful review of the admission criteria, indicating that the 2.0 minimum GPA in prerequisite courses may be too low to predict success in upper-division coursework. Finally, Dr. Christiansen indicated the critical importance of attracting doctorate prepared faculty for the open positions. Program staff said they would incorporate his suggestions related to the development of the curriculum and off-campus coursework as they more fully develop the program. The minimum requirement of a 2.0 for statistics also would be reviewed as the program was developed. Finally, staff said the college is committed to hiring a director with an earned doctorate.

### *Dr. Salazar's Evaluation*

Dr. Salazar also expressed support for the program and noted a number of strengths of the proposal, including the articulation of the learning outcomes and program evaluation plans, the potential to attract diverse students, and improvements in the library. Her concerns about the program centered on faculty load; she applauded the agreement with UWT, which would provide training for faculty, but pointed out that the skills required of faculty at the baccalaureate level were quite different than those at the associate level in nursing programs. These differences are apparent in the course content as well as the mentoring relationship and the added emphasis on research and writing at the baccalaureate level. On a related note, Dr. Salazar questioned whether the number of new faculty would be sufficient to support the program. Finally, Dr. Salazar raised some more specific questions about scheduling and distance learning options and suggested greater collaboration with nursing and other health professionals in the community.

The program developers shared Dr. Salazar's concern about faculty load and said they would work with faculty to proactively address any problems. The program developers also said they were fortunate to be able to attract highly-qualified instructors from a pool of retired military nurses residing in the area. The program is also seeking funding to provide opportunities for

existing faculty to continue their studies toward a doctorate. Approaches to deliver the curriculum via distance learning would be addressed as the program matures. Finally, the outreach to community health professionals has already begun and has been met with enthusiasm; the health community is very supportive of the development of the RN to BSN program.

### ***Dr. Towner's Evaluation***

Dr. Towner listed a number of strengths of the proposal, including the recruitment strategy, the link to the needs in the local community, and the provision for faculty and staff development. Her suggestions included the implementation of selection criteria for the admission process and a comparison of prerequisites at UWT and the proposed Olympic College program. The program developers responded to this concern about admission criteria by establishing a system where students would be admitted on the basis of GPA. The course prerequisites would be consistent with those at UWT.

### **Program Costs**

Prior to the first year of the program, the institution would receive planning funds; no students would be enrolled in the program during the planning year. In the first implementation year of the program, with an entering class of 15 FTE students, costs are estimated to be \$10,467 per FTE. At full enrollment in the second year (30 FTE students), the cost would be \$10,433 per FTE. The average direct cost of instruction for baccalaureate programs in health sciences at the University of Washington Tacoma is \$15,131.

During the first year of implementation, the program would contract with the University of Washington Tacoma to provide nursing courses to 15 FTE students. The terms of the contract include a \$51,000 payment to the university. In addition, the college would provide appropriate facilities, including classroom space, office space, and computers. The university also would provide graduate level instruction for the existing Olympic College nursing faculty, with a focus on curriculum development. In the second year of the program, Olympic College would provide all instruction. At that point, the program would draw on current and newly-hired faculty. The program estimates a contribution of faculty time equivalent to 3.8 FTE in the nursing program and .66 FTE in the general education curriculum. Administrative and clerical costs are based on 2.5 FTE.

The program funds library improvements, including a .5 FTE librarian who would be responsible for developing the collection for the BAS program. Funding of \$10,000 is provided for purchase of books and materials in years one and two; in years three and four, the amount is reduced to \$5,000 per year. No program-specific library funding beyond the staff position is projected in year five.

The proposal also includes \$6,200 for faculty professional development in the first year and \$5,000 per year thereafter. Beginning in year two, \$30,000 per year is provided to support summer stipends for faculty.

### **Staff Analysis**

The proposed program would support the unique role and mission of the institution. The program builds upon an associate degree program and would be developed through a collaboration with the University of Washington Tacoma School of Nursing. The program responds to the needs and aspirations of students and local employers and would serve the community by providing improved health care service through a better trained workforce.

The program also addresses the goals of the *2004 Statewide Strategic Master Plan for Higher Education* of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing trained workers in a critical industry to our economy and our communities. In addition, the program would provide access to baccalaureate level education and open the door to graduate level education for students who otherwise would not have the opportunity to continue their studies.

The program is consistent with the purpose of House Bill 1794, providing a bachelor's degree pathway to students who have completed an applied associate degree program and do not have ready access to other bachelor's degree programs.

The proposed degree program includes an assessment approach with well-defined student learning outcomes and multiple measures of student achievement. The program would be subject to a well-defined review process with feedback from various constituents. The proposed assessment plan is supported by external reviews. In addition, due to the pilot status of the degree program, the program would be subject to future review by the HECB, the SBCTC, and the NWCCU.

Finally, the program responds to demonstrated student, employer, and community needs and is consistent with the *State and Regional Needs Assessment* and the institution's own assessment of need. The institution consulted a variety of sources and has built community support for the program, which should prove useful in implementation and recruitment.

There are a number of suggestions for continued improvements raised by the external review that may warrant additional attention. Especially important is the need to attract nursing faculty at the doctorate level. In its ongoing work with UWT to develop the program, staff recommend that the department take a closer look at the proposed admission policy and consider a more holistic review that would include letters of reference, work experience, and students' writing and analytical abilities, rather than basing decisions solely on the GPA.



Adding bachelor's degree granting authority to Olympic College's mission has implications for accreditation and potential impacts on students, faculty, and institutional resources. Using planning money during the first year of the pilot to expand library resources and student support services would help position the college to best support students, faculty, and staff in the upper-division and successfully fulfill their stated mission of providing quality education and training to all who seek to improve their lives through learning.

The program would not duplicate existing programs and would be offered at a reasonable cost.

### **Recommendation**

Based on careful review of the program proposal and supplemental sources, HECB board staff and the board's education committee recommend full board approval of the Bachelor of Science in Nursing degree program at Olympic College.

**RESOLUTION NO. 06-17**

WHEREAS, Olympic College proposes to offer a Bachelor of Science in Nursing primarily at its main campus in Poulsbo and at its Bremerton and Shelton campuses as required; and

WHEREAS, The program is consistent with the purpose of House Bill 1794, providing an applied bachelor's degree pathway to students who have completed a technical associate degree program and do not have ready access to other bachelor's degree programs; and

WHEREAS, The program would be developed through a collaboration with the University of Washington, Tacoma Nursing Program; and

WHEREAS, The program responds to the goals of the *2004 Statewide Strategic Master Plan for Higher Education* of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing trained workers in a critical industry; and

WHEREAS, The program responds to demonstrated student, employer, and community needs and is consistent with the *State and Regional Needs Assessment* and the institutions' own assessment of need; and

WHEREAS, The recruitment and diversity plans are appropriate for the program; and

WHEREAS, The college is committed to providing the services and support necessary to expand its institutional role and mission by offering a baccalaureate program; and

WHEREAS, The program is supported by external reviews and, due to its pilot status, would be subject to future review by the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, and the Northwest Commission on Colleges and Universities;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Science (BS) in Nursing.

Adopted:

July 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair

July 2006

## **DRAFT: Bachelor of Applied Science in Hospitality Management – South Seattle Community College**

### **Introduction**

South Seattle Community College (SSCC) is seeking Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Applied Science in Hospitality Management. SSCC was one of four colleges selected by the State Board for Community and Technical Colleges (SBCTC) through a competitive process to develop a baccalaureate level program designed to provide a baccalaureate pathway for students who receive an associate degree in an applied field.

The Hospitality Management program is being proposed to help students attain management level positions, address significant unmet industry demand, and contribute to the attainment of state, regional, and local higher education goals in a high-growth industry. If the Hospitality Management program is approved and implemented, it would be one of three similar programs in the state.<sup>1</sup>

### **Program Need**

The proposal would meet demand in four areas: (1) hospitality industry demand at the state and national levels, (2) local employer demand for skilled management, (3) community demand, and (4) student demand.

#### **Hospitality industry demand**

State and regional data indicate that baccalaureate level training is an increasingly important requirement for supervisory and management positions in the hospitality industry. Changing industry skill requirements, including more advanced skills in accounting, information technology, tracking daily operations, and effective communication, support the need for advanced training.

Additional analysis in the *Seattle-King County Occupational Outlook 2002-2012* indicates that higher education is increasingly becoming a prerequisite for career advancement into hospitality management positions. When documenting those positions that will require “long preparation,”<sup>2</sup> the report cites hotel management, executive housekeepers, front office

---

<sup>1</sup> The other programs are offered at the WSU-Pullman campus as well as a program under development by Central Washington University, to be offered at Highline Community College.

<sup>2</sup> Long preparation is defined as four or more years of academic course work.

managers, convention/event planners, casino managers, and restaurant managers as occupations that will require postsecondary training for employment. In addition, emerging fields such as management for assisted and independent living facilities also will require baccalaureate training.

Based on projections from the Employment Security Department, approximately 7,700 management level positions in the hospitality industry will be needed to meet current statewide demand. Roughly 32 percent of those vacancies will be in King County, indicating that the place-bound students to be served by the program would have significant employment opportunities. The *Spring 2005 Job Vacancy Survey* shows that employment opportunities for first-line supervisors and managers in food preparation, office and administrative support workers, general and operations managers, and meeting and convention planners are in high demand. Each of these occupations is in an industry that the program proposes to serve.

### **Community demand**

Evidence of community demand was primarily gathered via structured interviews with leaders in the hospitality industry. The research indicates that there is a strong need in the community for the proposed program. Close proximity to major hospitality industry employers, access to a diverse labor pool, and SSCC's demonstrated experience in developing and administering its culinary arts program provided the strongest rationale for introducing the program.

### **Student demand**

During the 2004-05 academic year, 83 students graduated with Associate of Applied Science (AAS) degrees in the culinary and business information technology programs (70 students and 13 students respectively). The proposal assumes that 25 percent of these students would enroll in the proposed BAS program. This percentage of enrollment would achieve full capacity in the first year. This estimate does not include students from other programs with articulation agreements or the potential 'pipeline' of students that would enter a BAS pathway through the Tech Prep curricula offered at area high schools.

SSCC also conducted several surveys of students currently enrolled in related associate degree programs. In each survey, a significant number of students said they would be interested in enrolling in the proposed program.<sup>3</sup> In recent focus groups with prospective students, students said that SSCC was well-positioned to offer the degree due to its location in Seattle (a major hospitality industry hub), the college's reputation in academics and the culinary arts, and the program's convenience, including small class size and alternate class delivery options to accommodate nontraditional students.

---

<sup>3</sup> Three separate surveys were conducted. More detailed information can be found at [www.seattlecolleges.edu/hospitality](http://www.seattlecolleges.edu/hospitality).

## **Program Description**

The BAS in Hospitality Management would prepare students for management, marketing, and human resources positions in the hospitality industry, including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations, and travel. The program would be open to students who have completed the equivalent of an Associate of Applied Science-Transfer (AAS-T) degree in culinary arts or business. It would be open to 22 FTE students (35 headcount students), with many students attending part-time. Program planners anticipate 22 graduates at the end of the second year and in each year thereafter, contingent upon authorization and funding.

South Seattle Community College's BAS program is designed to meet the needs of place-bound students who are working and may have family and other responsibilities. Thus, program delivery would combine on-campus coursework with electronic delivery methods, assessment of prior learning (up to 25 percent of degree requirements), and an internship component.

Graduates would complete a total of 60 general education credits, with 25 credits at the AAS-T level and at least 35 credits at the junior and senior levels. Requirements for the 60 general education credits would be distributed equally in humanities and arts, social sciences, natural and physical sciences and mathematics, and basic requirements.

In addition to existing faculty, the new program would draw on new hires to provide a combination of instructional and program support. One instructor/program coordinator would be hired prior to the first year and would hold an advanced degree and experience in the hospitality industry. Two new full-time instructors for the business core would be hired between 2007 and 2009. Another instructor/industry relations coordinator would be hired prior to the second year and would hold an advanced degree and management experience within the hospitality industry.

## **Relationship to Institutional Role and Mission and the Strategic Master Plan**

South Seattle Community College is dedicated to promoting student learning and success as well as ensuring the financial health of the college. To this end, the college supports close involvement with the community and strong partnerships with business, labor, and industry. The proposed program matches well with this mission by actively seeking input from community and industry leaders and gaining 48 formal letters of endorsement. Each relationship established or partnership initiated is intended not only to ensure high-quality, industry-specific feedback on curriculum, but also to help place students upon graduation. SSCC's proposal also indicates that financial contributions by corporate sponsors and partners will help defray the anticipated costs of instruction.

Many elements of this program align well with the mission of SSCC. However, the college's new authority to grant bachelor's degrees, even when limited to a single program, represents a significant expansion of the institution's role and mission. Developing a degree program at a new level has implications for accreditation and potential impacts on students, faculty, and institutional resources. These implications and impacts are discussed later in this summary.

The program goals are consistent with those of the *Statewide Strategic Master Plan* in that they increase opportunities for students to earn degrees and respond to the state's economic needs. The program offers a baccalaureate pathway for students holding a technical associate degree, thereby enabling students to use those credits to earn bachelor's degrees. Additionally, graduates of the program will meet the demand for skilled managers in the hospitality industry. Recent projections by the Employment Security Department indicate that this industry is currently strong and projected to increase, especially in Western Washington.

### **Admissions Criteria and Coursework**

The proposed Hospitality Management program is designed to articulate with the Associate of Applied Science-Transfer (AAS-T) programs in culinary arts and business. Administrators and faculty considered articulation of the proposed BAS degree with other AAS-T degree pathways, but concluded that the prerequisites stipulated in these degrees would not provide adequate preparation to enter the BAS program. Successful applicants will have completed the specified AAS-T with a 2.0 grade point average (GPA), including 25 general education credits within the Seattle Community College District or at another college with an articulation agreement in place.

Articulation agreements would be established with the Seattle community colleges as well as other related programs offered by community and technical colleges in the region.<sup>4</sup> In addition, SSCC will supplement articulation agreements with community and technical colleges by expanding Tech-Prep agreements in the K-12 school districts within SSCC's service area.

Students would be expected to complete 90 credits of required coursework during the program. Coursework would include 60 general education credits by combining 25 credits at the AAS-T level and 35 credits at the junior and senior levels. The general education credits would be distributed equally (15 credits each) in the areas of basic requirements, humanities and arts, social sciences, as well as natural and physical sciences and mathematics. The upper division core would contain 50 credits of hospitality management technical coursework, including five credits of internship and a hospitality management capstone.

Much of the focus of SSCC's curriculum is on positioning its graduates competitively in the marketplace upon graduation. The curriculum is designed to leverage the technical knowledge gained in lower-division coursework with content in three areas: upper-division general education coursework, management courses tailored to the hospitality industry, and an industry-specific work experience.

---

<sup>4</sup> Agreements with Renton Technical College, Highline Community College, Lake Washington Technical College, Clover Park Technical College, Edmonds Community College, and Bates Technical College are currently under development.

SSCC's general education curriculum for the proposed program would be on par with the expectations for instruction and student participation demonstrated at the four-year public universities in the state. SSCC will work closely with Washington State University, which has agreed to serve as a mentor university to help implement the Hospitality Management Program.<sup>5</sup>

The curriculum is designed to meet or exceed the NWCCU accreditation standards. Curriculum planning around general education requirements would support the development of critical thinking and analysis, evaluation skills, and outstanding communication skills, and would provide the basis for management success. Assessment of student learning would include requirements for research papers, oral presentations, and the completion of a capstone which must integrate various aspects of the curriculum.

The technical curriculum is based on significant input from industry leaders who recommended the outcomes they would expect from employees entering the industry. Outcomes include demonstrated competence in analysis of financial statements and budgets, expertise in sales and marketing, demonstrated knowledge of personnel management and executive leadership, and management of daily operations. Each technical outcome would be linked with core course outlines to ensure that each is delivered in the program.

## Diversity

South Seattle Community College is located in South King County, an area in which minority populations, including immigrants and refugees, have increased over the last decade at a faster rate than the general population. The composition of SSCC's student body reflects this diversity of race, ethnicity, and culture. Roughly 47 percent of students are members of ethnic minorities, making the community college one of the most diverse in the state. About 50 percent of students are first-generation students and 36 percent are classified as low-income students. The need for remedial education is also significant, with over 90 percent of incoming students (who took placement tests) demonstrating a need for remedial education in mathematics. About 50 percent of students need remediation in English.

Given this diverse population, the proposal highlights SSCC's track record of achieving excellence in its ability to serve a multiplicity of students. Key among the school's priorities are efforts to improve retention rates for African American students. In 2003-04, the retention rate for this group was 43 percent. In 2004-05, that percentage jumped to 63 percent.

The proposal also highlights other successes, including progress in drawing students participating in English as a Second Language programs (ESL) into credit-bearing programs. Taken together, the institution's focus on service to a diverse community has helped SSCC become the state's leader in graduating the highest proportion of students of color.<sup>6</sup>

---

<sup>5</sup> WSU already offers a similar bachelor's degree through its School of Hospitality Business Management. WSU's program focuses on theoretical and applied methods, interpersonal skills, leadership aptitude, and teamwork strategies. The school is ranked among the top 5% in the U.S. and is positioned well to serve as a mentor to SSCC.

<sup>6</sup> During the last academic year, 50.9 percent of graduates that attained degrees or certificates were students of color.

The proposal also highlights SSCC's connection to the local business community and its support of the BAS program. Structured interviews with hospitality executives indicated that skills, such as a second language and an international perspective, contributed positively to the work environment and would be an advantage for diverse students. The hospitality industry already offers fewer barriers than many other industries for people of color to achieve leadership positions. With commitments from local industry to partner with SSCC, the program is well-positioned to leverage its track record of excellence in serving diverse populations and providing career pathways for its students.

The proposal does an excellent job of highlighting the diversity of the local community and its student body; however, there is little mention of efforts to recruit diverse faculty and staff. Though the program will build on faculty and staff already working within the institution, it will be delivered by new full-time instructors, supplemented by new part-time instructors. This represents an opportunity for the college to recruit faculty and staff that reflect the great diversity of its student body and surrounding community.

## External Review

South Seattle Community College's proposal for a Bachelor's of Applied Science in Hospitality Management was evaluated by two external experts: (1) Dr. Carl Riegel, Professor and Chair at Florida Atlantic University and (2) Mr. Thomas Mayburry, Associate Professor at Lewis-Clark State College.

Dr. Riegel supported the development of the program, citing significant student demand. Seattle is a "major national and international tourist destination" and the industry shows strong demand for growth and employment. He concurred that advancement within the industry is highly dependent on baccalaureate training and that the proposed program graduates "would have an employment advantage when compared to bachelor degree holders in other areas." This is especially relevant given that students must combine industry experience with education to successfully complete the program. He characterized the curriculum as 'solid and well-grounded' in the need to provide general education.

Dr. Reigel shared some concerns and words of caution. Specifically, he urged the SSCC to do the following:

- Require an internship during the program, even if students had already met the 1,000-hour internship requirement prior to entry;
- Promote broad understanding of computer application skills including those specific to the hospitality industry and more broadly based business analysis applications;
- Ensure that faculty have both experiential knowledge and a theoretical background
- Add the Accreditation Commission for Programs in Hospitality Administration to the list of potential accrediting bodies; and
- Add exposure to written communication skills, including a focus on business writing.

Each area was incorporated into program planning with some suggestions implemented immediately, while others were deferred for evaluation once the program is operational.



Mr. Mayburry also supported the development of the program and said the curriculum aligns well with industry needs and expectations. He is a strong supporter of the internship requirement as a mechanism for placement following graduation. He called the variety of class delivery methods student-friendly and said the approach would help the program ensure greater student success. He recommended that some classes be offered via a distance-learning hybrid approach. SSCC incorporated this feedback and plans to work with WSU to ensure that students receive on-line instruction in combination with live interaction in some form.

Mr. Mayburry also indicated that while the program benefits from having many students who are proficient in a second language, this should not be a requirement for all students. Requiring this of all students would “drive the need to reduce other required classes” and the presence of several bilingual students would provide the necessary breadth of experience to the rest of the cohort. In addition, Mr. Mayburry believes the program responds well to students who are also small business owners.

Finally, Mr. Mayburry suggested that program administrators, faculty, and staff consider broadening the cadre targeted for admission beyond those who hold an AAS-T degree. He encouraged program personnel to develop specific criteria to delineate the requirements necessary for other associate degree holders to articulate those degrees with the BAS in Hospitality Management.

## **Program Costs**

South Seattle Community College has a demonstrated capacity for excellence in providing high quality education to roughly 15,000 students per year. SSCC currently has the administrative leadership, faculty expertise, and physical capacity to make a long-term commitment of resources to build and sustain a high-quality program.

Expenses are projected to be \$305,423 for the year dedicated to planning and development, and then \$307,953 in the first year of operation. SSCC forecasts that spending will grow to \$494,662 in year two, \$524,786 in year three, and \$524,786 in subsequent years. Salaries for faculty and staff account for about 54 percent of expenditures in the first year of operation and then decrease to 52 percent of total expenditures for years two and beyond. The average cost of instruction for upper-division coursework in business at the regional baccalaureate institutions is between \$7,950 and 8,250 per FTE, including indirect costs.<sup>7</sup> According to the proposed budget for the BAS in Hospitality Management, the average cost for instruction would range from \$13,997 during the second year of the program (22 FTE) to \$11,579 in year four (44 FTE).

Revenue for the proposed program is estimated to be \$306,000 in the planning year \$308,800 in the first year of operation, and \$496,328 in year two once full enrollment is reached. If the proposed program continued after the pilot stage, revenue is estimated at \$525,032. The majority of revenue would come from the State Board for Community and Technical Colleges.

---

<sup>7</sup> 2001-02 Education Cost Study: Higher Education Expenditures for Instruction, Higher Education Coordinating Board, revised 2004.

Additional revenue would come from tuition and fees; a special allocation from Seattle Community College District during years one and two; and corporate grants and donations.

## Analysis and Recommendations

The proposed program would support the unique role and mission of the institution by ensuring student success via collaboration and partnerships with the surrounding community. As noted in the budget section, these partnerships also would positively impact the financial health of the institution with the contribution of donations and grants from private sector partners.

The program also responds to the strategic master plan's goals of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing additional capacity for students with technical training to earn bachelor's degrees. Graduates of the program would be participating in a high-demand, high-growth industry that economic and political leaders have highlighted as important to Washington's economy.

The program responds to demonstrated student, employer, and community needs in a variety of ways. Echoing the comments of Mr. Mayburry, one of two external faculty who reviewed the proposal, SSCC completed significant research to accurately capture the anticipated need for the program and requisite employment opportunities for program graduates. All indications suggest that the proposed program would be able to recruit the necessary students to attain capacity and that the program structure responds well to industry needs.

Adding bachelor's degree granting authority to SSCC's mission has implications for accreditation and potential impacts on students, faculty, and institutional resources. Using planning money during the first year of the pilot to expand library resources and student support services would help position SSCC to best support students, faculty, and staff in the upper division and successfully fulfill their stated mission of promoting student success.

The program would not duplicate existing programs and would be offered at a reasonable cost. Although Central Washington University will offer a BAS degree in Food Service Management, the breadth of industries served by SSCC's program, combined with its focus on management, will distinguish it.

Overall, the proposal is strong and provides an important pathway for students who hold a technical associate degree. HECB staff and the board's education committee recommend that the proposed program be approved by the full board in the proposal's current form and make the following suggestions to SSCC administrators as they develop the program.

- **Define requirements and admissions criteria for the program to articulate with associate degrees beyond those students who hold AAS-T degrees in culinary arts and business information technology.** This is especially relevant for students who hold transfer degrees in business. After examining the requirements for the more general

business degree, based on the newly approved statewide business direct transfer agreement, it appears that this cadre of students would have more than met the requirements specified AAS-T degree in business information technology offered at SSCC.

- **Consider hiring program personnel with a diversity of backgrounds** so that the breadth of experience for faculty and staff mirrors the significant diversity anticipated of the student body.
- **Pay special attention to written communication skills.** The program does a very good job of aligning student outcomes with the expectations and needs of industry. Because students would be expected to complete a significant number of general education credits, program planners should pay special attention to the development of written communication skills. Opportunities to sharpen these skills should be incorporated into as many courses as possible.
- **Consider requiring students who already have experience in industry to intern while they are in school.** As Mr. Mayburry suggests, combining internship with theoretical coursework bolsters students' understanding of how theory applies to daily operations. The integration of work and study for all students helps ensure student success upon graduation.

**RESOLUTION NO. 06-18**

WHEREAS, South Seattle Community College (SSCC) proposes to offer a Bachelor of Applied Science in Hospitality at its main campus in Seattle; and

WHEREAS, The program is consistent with the purpose of HB 1794, which calls for providing an applied bachelor's degree pathway to students who have completed a technical associate degree program and do not have ready access to other bachelor's degree programs; and

WHEREAS, The program responds to the goals of the *Statewide Strategic Master Plan* of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing trained workers in a critical industry to our economy and communities; and

WHEREAS, Graduates of the program would be participating in a high-demand, high-growth industry responding to demonstrated student, employer and community needs, consistent with the *State and Regional Needs Assessment*; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The college is committed to providing the services and support necessary to expand its institutional role and mission by offering a baccalaureate program; and

WHEREAS, The program is supported by external reviews and, due its pilot status, would be subject to future review by the Higher Education Coordinating Board, the State Board for Community and Technical Colleges and the Northwest Commission on Colleges and Universities;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Applied Science (BAS) in Hospitality Management at South Seattle Community College.

Adopted:

July 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair



July 2006

## **DRAFT: Bachelor of Science in Applied Management – Peninsula College**

### **Introduction**

Peninsula College is seeking Higher Education Coordinating Board approval to offer a Bachelor of Applied Science in Applied Management. Peninsula College is one of four colleges selected by the State Board for Community and Technical Colleges through a competitive process to develop a baccalaureate degree pathway for students who have completed a technical associate degree.

The Applied Management program is being proposed in response to employer difficulty in attracting appropriately prepared workers and area residents' difficulty in accessing baccalaureate degree programs. With implementation of the BAS program, graduates of a broad range of associate-level programs would have access to a baccalaureate degree program with a management focus. The proposed program would begin in fall 2007 and would enroll 20 FTE students in the first year of instruction, growing to 40 FTE students at full enrollment in the third year.

### **Relationship to Institutional Role and Mission and the Strategic Master Plan**

The primary mission of Peninsula College is to provide “educational opportunities in the areas of academic transfer, professional and technical skills, basic skills and continuing education. The College also contributes to the cultural and economic enrichment of Clallam and Jefferson Counties.” Consistent with this mission, the BAS program would build on existing professional and technical associate degree programs that would prepare students to advance professionally and meet the needs of local employers.

Many elements of this program align well with the mission of Peninsula College. However, the college's new authority to grant bachelor's degrees, even when limited to a single program, represents a significant expansion of the institution's role and mission. Developing a degree program at a new level has implications for accreditation and potential impacts on students, faculty, and institutional resources. These implications and impacts are discussed later in this summary.

Program goals are consistent with those of the *2004 Statewide Strategic Master Plan*, in that they provide opportunities for students to earn degrees and respond to the state's economic needs. The proposed degree program would respond to local employer needs for a more highly educated workforce. In addition, the new program would significantly improve local access to a baccalaureate education.

## Program Need

The proposal responds to needs expressed by students, employers, and community stakeholders. The *State and Regional Needs Assessment (HECB)* does not identify a statewide gap in the supply of graduates prepared for management occupations; however, the assessment does find significant need for additional training in a number of fields. In most cases, the demand is driven by the need for front-line supervisors and managers. Analysis of the regional data shows that front-line supervisory and managerial positions are among the most prevalent openings in the mid-level training and long-training categories for the Olympic region.

The proposal uses data from the Washington State Employment Security Department and other sources to demonstrate employer demand for the program. Key findings of the analysis are that the region's economy is growing, unemployment is down, job openings are going unfilled (job vacancy rates and duration are up), and employers are expressing difficulty in attracting and retaining qualified workers. Current projections indicate more than 750 annual openings for management administrative positions and front-line supervisor/manager positions through 2012.

Local employers have expressed difficulty in hiring for supervisory and managerial positions because it is often difficult to attract qualified workers from outside the region. The problem is exacerbated by the fact that the majority of companies in the region (72 percent) employ fewer than 10 workers, and therefore rarely have the resources to recruit from outside the community. Consistent with the findings of the board's *State and Regional Needs Assessment*, these employers also express a need for workers who possess both technical skills that are specific to the industry and broader problem-solving, reasoning, and communication skills that are developed in baccalaureate-level programs.

Student demand for the program was assessed primarily through student and alumni surveys. A Fall 2005 survey conducted by Peninsula College, found that 65 percent of Associate of Applied Science – Transfer (AAS-T) students indicated an interest in the program. Among graduates, 77 percent indicated similar interest. Employers also indicated support for the program, and said that their workers and organizations stood to benefit -- and they would encourage workers to participate in the degree program.

Community demand for the program was assessed primarily through employer surveys and letters of support. Respondents said it is difficult and unreasonably time consuming to commute from the Port Angeles area to other program offerings in the greater Puget Sound region, and that the proposed degree program would provide baccalaureate-level access to students in the region. In addition, the program is supported by area tribes, who see this as an opportunity for their members to access a baccalaureate education.

As indicated, there are few educational options at the baccalaureate level or higher for residents in the region, and this program would not duplicate existing or planned program offerings.

## **Program Description**

The Bachelor of Applied Science in Applied Management would provide a baccalaureate opportunity for graduates from a diverse range of associate-level programs. Students who meet prerequisite coursework requirements and have completed an Associate of Applied Science – Transfer (AAS-T), Associate of Applied Science (AAS), Associate of Arts (AA), or Associate of Science (AS), would be eligible for admission to the BAS program. AA and AS graduates would also be required to complete two years of work experience. The program would be developed based upon successful models of applied management programs implemented in other states. Graduates would possess a mix of industry-specific technical skills and a more general set of management and decision-making skills developed in the applied management program.

Students would be required to earn an appropriate associate degree and meet specific program prerequisites of 20 credits of general education, including English composition, college-level math, and at least one social science course. In addition, students would need to demonstrate proficiency in Microsoft Excel and Access, possess an overall G.P.A. of 2.0 or higher, and submit an essay and two letters of reference. A selection committee of staff and faculty would determine admission to the program.

Once enrolled in the program, students would be required to complete a total of 90 credits of coursework; to include 30 additional credits of general education coursework, 30 required credits in management theory and practice, and 30 elective credits in management or general education (integrated seminars). Currently, all 90 credits are listed as 300- or 400-level courses; however, the curriculum is still being developed. As they evaluate the required courses - faculty, with the help of established four-year institutions, will identify existing courses currently offered in the curriculum that may substitute for the required courses.

For example, the program proposal lists coursework in statistics, accounting, and economics as requirements at the 300 level. It may be reasonable to list these courses at that level, but it is likely that students who have taken similar courses at the 100- or 200-level would be duplicating much of the content, and would be better served taking an alternate elective. The general education curriculum would include 10 credits in communications, 10 credits in quantitative reasoning, 10 credits in social science, 5-10 credits of natural science, and 5-10 credits in humanities, for a total of 50 general education credits. The proposal indicates that the program also would review and incorporate standards of the Association of Collegiate Business Schools and Programs (ACBSP) and Association to Advance Collegiate Schools of Business (AACSB); and the assessment plan would incorporate best practices identified by these accrediting organizations.

Graduates would be prepared for positions in a range of management and supervisory occupations in the region. Employers have expressed support for the proposed degree program, stressing the need to provide a local option to “grow their own” supervisors and managers and develop the skills that workers need to advance and adapt to a changing workplace and economy.

The program would draw largely on existing faculty, many of whom are prepared at the doctoral level. Most have significant professional experience as well. In the first year of instruction, the program would accommodate 20 FTE (35 headcount) students. The program would grow to approximately 40 FTE (70 headcount) students by the third year.

Students would be assessed based on clearly-defined learning outcomes that are consistent with the overall program objectives and the needs expressed by area employers. Student assessment would occur through various tools at multiple points in time. These would include, but would not be limited to: performance in individual courses, student self assessments and employer assessments of students, student progress as measured through standardized assessments, and evaluation of student portfolios.

The program would be evaluated based on stated objectives. Assessment would include a review of program statistics, including retention and completion; student employment outcomes; program-wide progress of student learning (as measured by standardized assessments); and surveys of students, graduates, and employers.

## **Diversity**

A number of strategies to recruit and retain a diverse student body are outlined in the program proposal. Peninsula College currently enrolls a student body that is more diverse than the surrounding community. When implementing the new program, the college would build on that success through outreach efforts, student activities programming, and academic programming. Specifically, Peninsula College has identified needs within the five local Native American tribes, and they are working with tribal leaders and faculty to ensure that the curriculum would meet the needs of the community. In addition, the college supports a range of activities that are designed to help students successfully complete their studies. Retention efforts include strategies to engage students in the campus environment, support of academic needs through tutoring and other related resources, and advising and financial aid resources to ensure that students have access to the information and resources that are needed to successfully complete their studies.

## **External Review**

The program was reviewed by two external experts: Dr. Mary O’Neill-Barrett, faculty coordinator of the Bachelor of Applied Technology Program at Brazosport College; and Dr. E. Jay Larson, Bachelor of Applied Science program supervisor and management professor at Great Basin College.



Both reviewers expressed support for the program. Dr. O'Neill-Barrett was impressed by the representation of a significant number of doctoral-qualified faculty already on staff. She outlined a number of suggestions that she said would serve to improve the program. First, she suggested that the program utilize an assessment tool such as the ACT Collegiate Assessment of Academic Proficiency (CAAP) to better understand students' aptitude as they enter the program and to tailor advising and course selection to student needs. Program developers responded that they are considering such an assessment, but have not made a final decision on which tool to use for this purpose. Drawing on her own experience with the regional accrediting agency for her school, O'Neill-Barrett also expressed some concern that the institution had not fully considered the resource needs required to offer baccalaureate-level instruction. Specifically, necessary library improvements were not sufficient. Program representatives responded that they are in the process of building a new library facility and are adding substantial resources to the library in support of the program (approximately \$35,000 in additional funding per year is earmarked to support library resources). Finally, she made suggestions to mitigate negative impact on faculty workload by considering demands outside the classroom and to limit course sections to ensure a "healthy" class size. The college is responding with limited course sections to ensure a critical mass of students in classes.

Dr. Larson indicated support for the applied management program as an appropriate degree program in a rural area; one that would meet the needs of students and employers in an area where students from diverse fields are brought together to enhance their skills. He was especially supportive of the notion of hiring a student services/workforce liaison that could work to attract and retain students and assist with job placement.

### **Program Costs**

The program would enroll 20 FTE students in the first year of instruction, growing to 40 FTE students by the fourth year of the program. The program would draw on existing faculty for much of the instruction; however, at least one full-time faculty member would be hired to support the program. The program estimates the faculty-time equivalent to 1.0 full-time faculty during the planning year, growing to 2.8 FTE faculty in the third year of instruction. Administrative and clerical costs are based on .75 FTE in the planning year and 1.0 FTE in the third year of instruction.

The program proposal outlines a significant investment in the college's library facilities and collection. A new 25,000-square-foot library is currently under construction. To support the addition of the BAS program, the college also would add \$33,000 to the library budget in the planning year to build and maintain the collection. Ongoing investment in the library would total \$11,000 in the first year of instruction and \$35,000 annually thereafter.

The institution has also reviewed a range of available student support services, and staff in financial aid, advising, and placement services have begun planning for baccalaureate students to ensure that appropriate services are available to support the new program.

Prior to the first year of instruction, the college would receive planning funds allocated in the 2006 supplemental budget. Start-up costs that would typically be reflected in the first year budget are largely absorbed in the planning year. As a result, the cost per FTE in the first year of instruction with an entering class of 20 FTE and the cost at full enrollment in the third year (40 FTE), are constant at \$10,400 per FTE. The average cost of instruction for upper division coursework in business at the regional baccalaureate institutions is roughly \$7,950 – 8,250 per FTE (including indirect costs).

### Staff Analysis

The proposed program would support the unique role and mission of the institution by providing a degree pathway for area students that would support their career and educational goals and also would support the needs of the local community for an appropriately prepared workforce.

The program proposal also advances the goals of the strategic master plan by providing opportunities for students to earn degrees and responding to the state's economic needs. The program would provide access to baccalaureate level instruction for students who would otherwise not be able to obtain that level of training. In addition to the benefit to students and their families, implementation of the degree program would benefit the local community by helping prepare a workforce to support the region's economic development goals.

Consistent with the goals of HB 1794, the program would provide a bachelor's degree pathway for students who have completed an applied associate degree.

The proposed program includes an assessment approach with well-defined student-learning outcomes that would be assessed at multiple points in time through a variety of approaches. Assessment would be based on clear goals using objective data on student progress, along with feedback from students, alumni and employers.

The program proposal responds to demonstrated student, employer, and community needs; and it is consistent with the *State and Regional Needs Assessment* and the institution's own assessment of need. The proposal is an appropriate response to the needs of employers and students in a rural community who do not have reasonable access to existing baccalaureate institutions. The unique needs of the community are driven in large part by the challenges that employers face in attracting and retaining prepared workers from outside the community, as well as local residents' limited access to baccalaureate programs.

The proposal identifies strategies to attract and retain a diverse student body -- including outreach efforts, retention support, and a curriculum designed to respond to the unique needs of students and the community.

The proposal has been evaluated by external reviewers who support the program as designed; however, as the program curriculum is more fully fleshed out, it would be important to seek additional input from local baccalaureate institutions. Adding bachelor's degree granting authority to Peninsula College's mission has implications for accreditation and potential impacts

on students, faculty, and institutional resources. Using planning money during the first year of the pilot to expand library resources and student support services would help position the college to best support students, faculty, and staff in the upper division and successfully fulfill their stated mission of providing educational opportunities. In addition, the suggestion that students be assessed as a way of tailoring course selection and advising strategies should be seriously considered. Students from diverse fields and those who have been out of school for an extended period often need additional preparation before entering into junior-level coursework. A number of programs achieve this through transition courses that are designed to provide students with a common foundation before they move into coursework that is specific to their major(s). The program would not duplicate existing programs and the costs appear to be reasonable, given the facility and infrastructure needs required to support new four-year degree program at a community college.

### **Recommendation**

Based on careful review of Peninsula College's Bachelor of Applied Science in Applied Management program proposal and supplemental sources, HECB staff and the board's education committee recommend that the full board approve it.

**RESOLUTION NO. 06-19**

WHEREAS, Peninsula College proposes to offer a Bachelor of Applied Science in Applied Management; and

WHEREAS, The proposed program is consistent with the purpose of HB 1794; providing an applied bachelor's degree pathway to students who have completed a technical associate degree program and do not have ready access to other bachelor's degree programs; and

WHEREAS, The program would support the unique role and mission of the institution by providing a degree pathway for area students that would support their career and educational goals; and

WHEREAS, The proposed program is consistent with the *State and Regional Needs Assessment* and supports the local community's need for an appropriately prepared workforce; and

WHEREAS, The proposal identifies strategies to attract and retain a diverse student body, which will respond to the unique needs of students and the community; and

WHEREAS, The college is committed to providing the services and support necessary to expand its institutional role and mission by offering a baccalaureate program; and

WHEREAS, The proposed program has been reviewed by external reviewers who support the program as designed; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Applied Science in Applied Management.

Adopted:

July 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair



July 2006

## **DRAFT: Bachelor of Applied Science in Radiation and Imaging Sciences – Bellevue Community College**

### **Introduction**

Bellevue Community College (BCC) is seeking Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Applied Science in Radiation and Imaging Sciences (RIS). Bellevue Community College was one of four colleges selected by the State Board for Community and Technical Colleges through a competitive process to develop a baccalaureate level program designed to provide a baccalaureate pathway for students who receive an associate degree in an applied field.

The Radiation and Imaging Sciences program is being proposed in response to increasing complexity of the field, changing employer preferences, and a need for qualified managers. With implementation of the RIS program, BCC would be the only institution in Washington to provide students who received initial training at the associate level, a pathway to the baccalaureate degree within the discipline.

### **Relationship to Institutional Role and Mission and the Strategic Master Plan**

The primary mission of Bellevue Community College is to provide high quality and flexible education programs that are consistent with the needs of students and support the economic, social, and cultural needs of the community. The program is responsive to this mission by providing career advancement opportunities to graduates of the BCC programs and other programs in the state. In addition, the program would contribute to the community by preparing well-qualified healthcare workers.

Many elements of this program align well with the mission of BCC. However, the college's new authority to grant bachelor's degrees, even when limited to a single program, represents a significant expansion of the institution's role and mission. Developing a degree program at a new level has implications for accreditation and potential impacts on students, faculty, and institutional resources. These implications and impacts are discussed later in this summary.

The program goals are consistent with those of the *2004 Strategic Master Plan* in that they provide opportunities for students to earn degrees and respond to the state's economic needs. The proposed degree program would respond to changing demand within the healthcare industry.

Specifically, the program would meet the individual needs of students by providing access to a degree program that would enhance their skills and provide opportunities for career advancement. More broadly, the program responds to the economic needs of the state by providing a trained workforce for a key economic sector.

## Program Need

The proposal responds to needs expressed by students, employers, and community stakeholders. The *State and Regional Need Assessment* (HECB) finds a substantial gap between the supply of prepared graduates in the healthcare programs and projected employer demand for qualified workers. While roughly half the demand for additional training at the baccalaureate and graduate level is in nursing, most healthcare fields show some level of demand. HECB analysis estimates that 33 of the 140 projected annual openings in radiation and imaging technologies would require a bachelor's degree; however, this estimate is based on the current workforce and does not account for changes in employer preferences or other changes leading to a demand for increasing skill levels. The American Registry of Radiologic Technologists (AART) estimates that nearly one-third of current technologists will need to upgrade their skills to the baccalaureate level.

The number of job openings in radiation and imaging occupations is increasing rapidly. Currently, Washington employs 5,000 radiation and imaging technologists. The number of positions is expected to grow by 21 to 35 percent by 2012. In addition, there is a high vacancy rate for positions in the field (5 to 10 percent). Gaps also are apparent at the supervisory level. Industry surveys indicate that many of the nearly 900 supervisory positions in Washington are filled by under-qualified technologists. The need for supervisors is growing as well with over 300 new positions expected by 2012.

As indicated, changes within the industry are pressing for more workers with increased levels of education. This manifests itself in two key ways. First, there is a need to develop managers with an understanding and working knowledge of the various diagnostic imaging procedures. Second, employers prefer workers who hold multiple certifications. According to the U.S. Department of Labor's *Occupational Outlook Handbook*, radiologic technologists who are experienced in complex diagnostic imaging procedures, such as CT or MRI, have better employment opportunities, as employers seek to control costs by using multi-skilled employees.

Finally, the American Society of Radiologic Technologists is calling for the bachelor's degree to become the entry-level degree for radiation therapists. This recommendation is based on many of the factors listed above as well as a belief that the higher levels of education would lead to better patient care. This change is occurring in several other countries. A key finding of the ASRT report is that many workers enter the field without all the technical skills expected of them. In addition, the report notes that the more robust general education component at the baccalaureate level better equips professionals "to meet changing needs and circumstances of their occupations"<sup>1</sup>.

---

<sup>1</sup> Advancing Radiation Therapy Education and Practice, American Society of Radiologic Technologists. 1999.

Student demand for the program is based on statewide surveys of working technologists and students in radiation and imaging technology programs. Nearly 80 percent of the 169 respondents indicated an interest in the baccalaureate program. Currently, BCC graduates 84 students at the associate level per year across four specialty areas within the radiation and imaging sciences. One hundred sixty-one students per year graduate from the six other imaging programs in the state.

The proposed program also would draw students who are currently working in the field. Total employment in radiation and imaging science occupations is over 5,000, with a workforce of 1,600 in King County alone.

Community demand was assessed using employer surveys, employer focus groups, and letters of support. The employer survey indicated that while the bachelor's degree was not required at entry level, it is required for upper-level management positions. In addition, employers expressed a clear preference for the bachelor's degree for mid-level management positions. More broadly, employers indicated that not enough baccalaureate trained workers were available to meet their organizational needs; and the greatest barrier to moving people into supervisory and leadership positions, is finding the time to train them. Employers indicated a desire to hire graduates of the BAS program and to pay to send their workers to the program.

In addition to the survey, BCC conducted a focus group with current supervisors and managers. The focus group confirmed many of the factors discussed above, most notably a trend pressing for higher levels of education and increased complexity of the work. On a more practical note, the group indicated an increased level of compensation for workers who possess a bachelor's degree.

Currently, Seattle University is the only baccalaureate program in Washington that prepares students for certification in radiation and imaging sciences (diagnostic ultrasound). The program does not articulate with the associate level programs; instead it provides a baccalaureate level pathway to initial certification. The BCC program would be the first in the state to offer a pathway for students who have received their initial training at the associate level.

## **Program Description**

The proposed BAS in Radiation and Imaging Sciences would provide a baccalaureate level opportunity for students who have either (1) completed associate level training in radiation technology, diagnostic ultrasound, or radiation therapy, or (2) earned a certificate in nuclear medicine. Graduates would be prepared for management positions or certification in higher level diagnostic techniques.

Students who hold a certificate in one of the specialties listed above and have completed college-level coursework in English composition, intermediate algebra (pre-college), anatomy and physiology, humanities, and social science, would be eligible to apply. Students also would need a cumulative GPA of 2.5 or higher and would be required to submit a writing sample and two letters of reference.

Once admitted to the program, students would have the opportunity to specialize in imaging management or imaging technology. In either case, students would be exposed to some coursework in the other specialty. In all cases, students would complete a set of general education requirements, including 15 credits in communication, 15 credits of quantitative reasoning, 15 credits of natural science (major requirements at the associate level are well beyond the general education requirement), 15 credits in responsibility (ethics, group process, self-assessment), and 15 credits in cultural traditions for a total of 75 general education credits.

Program graduates would gain skills in supervision and management and enhance their technical skills. In addition, graduates would be prepared to enter and complete graduate programs. BCC has been working with the University of Washington Health Administration Program to ensure their BAS graduates would have the requisite coursework and competencies to successfully enter and complete the Masters in Health Administration. Dr. Will Welton, program director for the Master in Health Administration program at the University of Washington, reviewed the curriculum and indicated that graduates of the program would be eligible for entry into the executive MHA program.

In the first year, the program would accommodate 20 FTE (40 headcount) students. The program would grow to approximately 50 FTE (95 headcount) students by the fourth year. The department estimates the program could be as large as 34 FTE students in the first year and could reasonably be expected to grow to 62 FTE students by the fourth year.

The program proposal includes clearly-defined student learning objectives for both the general education component of the program and the program as a whole. During the program, students would be assessed through a variety of mechanisms including their regular coursework, evaluation of the practicum, assessment of a capstone course, and practice-based and knowledge-based assessments.

The program goals are clearly defined and aligned with student learning outcomes. The program is assessed through a number of approaches, including typical strategies such as course evaluations, student surveys, graduate follow-up, employer surveys, and analysis of retention and completion data. In addition, the program will survey faculty and conduct focus groups with students.

In addition to the standard student and program assessment, the program is deemed a pilot degree program; the institution will examine the impact of the program on other programs and resources at the college. The SBCTC and the HECB also will be conducting evaluations of the programs. Finally, as the first degree at a new level, the proposed degree program will represent a substantive change that requires review by the Northwest Commission on Colleges and Universities (NWCCU), the regional accrediting body.



## Diversity

The proposal identifies strategies to build on the success of existing programs at Bellevue Community College to attract and retain a diverse student body. Specifically, the program would work to recruit graduates of the college's associate degree programs with a special emphasis on students of color. In addition, the institution would work with local employers and clinical sites to promote the program and recruit students.

## External Review

The program was reviewed by two external experts: (1) Dr. Duane Akroyd, Coordinator Health Professions Education Department of Adult and Higher Education, North Carolina State University; and (2) Richard Carlton, M.S., R.T.(R)(CV), FAERS, Grand Valley State University Radiologic and Imaging Sciences. Both reviewers expressed support for the program citing the need for the program expressed by students and employers as well as the close articulation with the associate level program.

Dr. Akroyd noted a number of strengths in the proposal and reinforced evidence presented in the proposal around the need for additional training to better prepare new technologist and the difficulties in keeping up with changes within the profession. Akroyd also made two key suggestions: (1) a tighter admission process; (2) greater clarity in the specific courses a student would need to take in order to receive particular advanced certifications. The program developers responded to the first concern by modifying the admission process to better recognize the need to allow for potentially selective admissions. In addition, they agreed to clarify the course sequences in the written materials for students and in the curriculum as it becomes more fully developed.

Mr. Carlton also supported the program, applauding the assessment of student demand and the efforts to articulate the program with other community and technical college programs. Carlton raised a question about "radiologist assistant" programs that are now starting around the country. Those programs are at the baccalaureate level as the minimum. The program developers responded that the institution must already have baccalaureate authority in order to develop such a program, and that they do have an interest in adding such a program in the future. Carlton also asked for clarification in the curriculum around the capstone requirement and specific content. The program developers responded that the capstone was required under either specialization, and the content was indeed incorporated into the coursework outlined in the proposal. Finally, Carlton raised questions about the funding for the library improvements and the program chair. The program responded that the library funding was appropriate as an addition to the current level of support provided for the two-year programs. With regard to the program chair, the concern that the funding would not be sufficient to attract a doctorate-qualified chair appears to be moot at the moment, as the person is currently employed at the institution.

## Program Costs

Prior to the first year of the program, the institution would receive planning funds, and no students would be enrolled in the program during the planning year. In the first implementation year of the program with an entering class of 20 FTE students, costs are estimated to be \$19,269 per FTE. At full enrollment in the fourth year (50 FTE students), the cost would be \$8,252 per FTE. The average direct cost of instruction for baccalaureate programs in health sciences at the regional institutions is roughly \$11,000 per FTE, including 4,500 to 5,200 in indirect cost estimates.

The program would draw on the current faculty. The program estimates a contribution of faculty time equivalent to 1.73 FTE faculty in the first year and 2.96 FTE faculty in the fourth year. Administrative and clerical costs are based on 1.5 FTE, and 2.2 FTE staff is included for curriculum development and academic support.

The program includes funding for library improvements, including a .25 FTE librarian who would be responsible for the development of the collection for the BAS program. Funding of \$38,000 is provided for purchase of books and materials. In addition, \$5,000 per year would support professional journals and subscriptions. Funding is also provided for the improvement of the college's core collection. This includes one-time funding of \$100,000 to improve the collection and an increase in ongoing funding of \$25,000 per year. The institution also receives \$5,000 from Perkins funding to support the Cumulative Index for Nursing and Allied Health Literature. Finally, students have full access to the Eastern Washington University library.

## Staff Analysis

The proposed program would support the unique role and mission of the institution. The program builds upon a successful set of programs at the associate level. In addition, it is responsive to the needs of employers and students by providing a pathway that would allow students to continue to build their skills and prepare for higher levels of expertise and responsibility.

The program also responds to the master plan goals of providing opportunities for students to earn degrees and respond to the economic needs of the state by providing trained workers who are able to respond to change within the industry. The program would create a pathway to the baccalaureate degree for students who do not currently have this option within their professional field of study. As a result of providing access to the bachelor's degree, the program also would open the door to graduate study for these students.

The program is consistent with the purpose of HB 1794, providing an applied bachelor's degree pathway to students who have completed a technical associate degree program and do not have ready access to other bachelor's degree programs.

The proposed degree program includes an assessment approach with well-defined student learning outcomes and multiple measures of student achievement. The program would be subject to a well-defined review process that promotes feedback from various constituents. In addition, due to the pilot status of the degree program, the program would be subject to scrutiny from the HECB, the SBCTC, and the NWCCU review processes.

The program responds to demonstrated student, employer and community needs and is consistent with the state and regional needs assessment and the institution's own assessment of need. In fact, the enrollment estimates appear relatively conservative. While a first year class of 20 to 25 FTE would be reasonable, the program should be allowed to grow to 60 FTE in year four, if student demand allows.

Adding bachelor degree granting authority to BCC's mission has implications for accreditation and potential impacts on students, faculty, and institutional resources. Using planning money during the first year of the pilot to expand library resources and student support services helps position BCC to best support students, faculty, and staff in the upper division, and it successfully fulfills their stated mission of providing high quality and flexible education programs that are consistent with the needs of the student.

The program would not duplicate existing programs and would be offered at a reasonable cost.

### **Recommendation**

Based on careful review of the Bellevue Community College's program proposal and supplemental sources, HECB staff and the board's education committee recommend that the full board approve it.

**RESOLUTION NO. 06-20**

WHEREAS, Bellevue Community College proposes to offer a Bachelor of Applied Science in Radiation and Imaging Sciences; and

WHEREAS, The program is consistent with the purpose of HB 1794, providing an applied bachelor's degree pathway to students who have completed a technical associate degree program and do not have ready access to other bachelor's degree programs; and

WHEREAS, The program is responsive to the needs of employers and to students by providing a pathway that would allow students to continue to build their skills and prepare for higher levels of expertise and responsibility; and

WHEREAS, The program responds to demonstrated student, employer and community needs and is consistent with the state and regional needs assessment and the institution's own assessment of need; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, the college is committed to providing the services and support necessary to expand its institutional role and mission by offering a baccalaureate program; and

WHEREAS, The program has undergone an extensive development and review process, which included input from the community and technical colleges, employers, and external content experts; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Applied Science (BAS) in Radiation and Imaging Sciences.

Adopted:

July 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair



**July 2006**

## **Initiatives Proposed by the Washington Learns Higher Education Advisory Committee**

At the Higher Education Coordinating Board's July 2006 meeting, Ann Daley, executive director of Washington Learns, will report on the initiatives under consideration by its higher education committee. The committee is developing a document that describes "five big ideas" for consideration by the Washington Learns Steering Committee. These initiatives grew out of a report by the Northwest Education Research Center (NORED), which was to develop "an analysis of Washington State's higher education and workforce training system's capacity to meet projected workforce and demographic needs, the efficacy of its funding methodology and the appropriate cost sharing arrangement to finance the system (tuition, financial aid, and state appropriations)." NORED's report was delivered to the advisory committee on June 28, 2006.

### **Background**

In 2005, the legislature passed SB 5441, creating "a comprehensive education study steering committee." The Washington Learns Steering Committee was created, as were three advisory committees specific to early learning, K-12, and higher education.

Each of the three advisory committees is in the process of developing a proposal to the steering committee. The steering committee will consider the recommendations of the advisory committees at its retreat and planning session August 9-10, 2006, moving toward adoption of a final report, by the steering committee, expected to be released on November 13, 2006.

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

July 2006

## **DRAFT: HECB Agency Budget Request 2007-09 Biennium**

### **Purpose**

The fiscal committee is asked to review and consider the staff's recommendations for the agency budget request and develop a recommendation to the full board.

The agency budget request contains only the budget items that affect appropriations to the board. The board is simultaneously working on budget recommendations for the state's higher education system, which include appropriations to the Higher Education Coordinating Board (HECB), the State Board for Community and Technical Colleges (SBCTC), Spokane Intercollegiate Research and Technology Institute (SIRTI), and the public two- and four-year institutions. These system-wide recommendations follow a different timeline and are due to the Office of Financial Management (OFM) on November 1, 2006.

This overview addresses the board's agency budget **only** and does not address the board's overall budget recommendations for higher education.

### **Background**

Each state agency, public higher education institution, board, or commission is required to submit a biennial budget request to OFM. Agency budget requests are used by the governor and legislative budget writers while developing their budget proposals. The governor's budget is released first, with the Senate and House typically building budgets based on the governor's proposals.

The operating budget is incremental. The governor, House, and Senate each begin with the existing enacted budget and add or subtract funding for programs or initiatives each believes to be of paramount importance to the state. This process follows a series of technical steps:

- **Enacted budget** - The enacted budget is the sum total of spending appropriated in the previous biennium (2005-07), including the operating budget bill and any supplemental budgets.
- **Carryforward level** - Technical adjustments are made to subtract any one-time funding provided in the enacted budget. An example of this is the funding the board received to develop college readiness definitions in English and science. OFM will subtract this funding from carryforward because it was intended to be a one-time project. Adjustments also are

made to recognize the cost of decisions that may have affected only the second year of the enacted budget, but will now affect both years of the next biennial budget. A common example of this is cost-of-living salary adjustments. The enacted budget includes a 1.6 percent increase in the second year of the biennium. OFM will make an adjustment to include the cost of this increase in both years of the 2007-09 biennial budget.

OFM negotiates with agencies to calculate carryforward level. This usually results in an agreed-upon carryforward amount that the agency, the governor, the House, and the Senate all use in beginning to build the new biennial budget.

- **Maintenance level** - Adjustments are made to recognize the increased costs of providing services authorized in the enacted budget. The largest items provide funding for increases in Medicaid caseload and K-12 enrollment. In higher education, the legislature has historically increased appropriations to the State Need Grant program, and more recently to other aid programs, to reflect the cost of serving the same number of students when tuition increases. These costs might technically be defined as maintenance level costs. However, as a practical matter, the amount of the increase is unknown until the legislature determines how much the institutions may increase tuition for resident undergraduate students. The tuition decision is made in policy level (see below). As a result, the entry necessary to fund financial aid cost increases also is made in policy level.
- **Policy level** - Adjustments are made to add or subtract programs and initiatives that reflect the priorities of budget writers. The state's economic forecast determines whether the policy discussion centers around making significant cuts in existing services, making a combination of cuts and additions, or is primarily about where to invest available funds. The most recent revenue forecast implies that the state will be in a reduction mode for 2007-09, making it more difficult for budget writers to add new programs or initiatives. Revenue forecasts are published quarterly. The budget-writing process takes almost a full year. As a result, agency budgets and the board's overall recommendations for higher education are based on the July revenue forecast, the governor's budget is based on the November forecast, and legislative budgets are based on the February forecast.

The board is required to transmit its maintenance and policy level budget requests to OFM on or before September 1, 2006. The board will be asked to review and approve the agency's budget request at its July meeting, which is the last regularly scheduled meeting prior to the September 1 deadline.

### **Priorities for the HECB Agency Budget Request**

The underlying objective of the Higher Education Coordinating Board's 2007-09 budget request is to enhance the capacity and effectiveness of the agency and board in implementing the *2004 Strategic Master Plan for Higher Education*.

To develop this budget proposal, the board, with the guidance of its fiscal committee, will identify **specific operating budget priorities** for the 2007-09 biennium, each of which has a direct relationship to the goals and strategies of the master plan. Only those adjustments, at both the

maintenance and policy levels, that have a direct relationship to the specific budget priorities will be considered in developing the budget request.

### **Policy and Planning Context: The Goals and Priorities of the State's Strategic Master Plan for Higher Education**

The agency's 2007-09 budget proposal is derived from the goals and strategies of the 2004 *Strategic Master Plan for Higher Education*. This plan focuses on two central goals:

*Goal 1: Increase opportunities for students to earn degrees*

*Goal 2: Respond to the state's economic needs*

To achieve these goals, the Strategic Master Plan identifies 11 policy initiatives/strategies. These initiatives call for support and action on the part of the HECB, the public universities and colleges, the governor, and the legislature. The initiatives and strategies are:

1. Funding for Student Success
2. Allocating Student Enrollments
3. Increasing the Number of Degrees in High-demand Fields
4. Keeping College Tuition Affordable and Predictable
5. Promoting Opportunity through Student Financial Assistance
6. Meeting Regional Higher Education Needs
7. Helping Transfer Students Earn Bachelor's Degrees
8. Helping Students Make the Transition to College
9. Reducing Barriers for Non-traditional Students
10. Promoting Student Success through Greater Accountability
11. Measuring Student Success with an Improved Data System

### **Priorities for the Agency's 2007-09 Budget Proposal**

From these goals and initiatives, specific agency budget priorities for the 2007-09 biennium were identified as:

- Ensuring affordability and access
- Responding to state programmatic needs
- Improving efficiency and accountability within the public two- and four-year institutions
- Increasing agency effectiveness

### **Relationship of Agency Proposals to the 2007-09 HECB Budget Priorities**

Board staff identified, evaluated, and prioritized potential maintenance and policy level adjustments (decision packages). These possible adjustments are first presented by topic, with a



short description of each proposal. They are then ranked in priority order using a *Policy-Priority-Budgeting Matrix*. This budget development tool will allow staff, the HECB fiscal committee, and the board to include only those proposed budget adjustments that have a direct link to the 2007-09 agency budget priorities.

The matrix illustrates the relationship of proposed adjustments to the 2007-09 budget priorities and the goals of the 2004 Strategic Master Plan. Within each priority category, proposed adjustments are listed in priority order. Initial priority assignments are proposed by staff. The fiscal committee was then asked to determine priority assignments they will forward to the full board.

The amounts presented in this document are subject to change as staff further refine their proposals.

### **Suggested Adjustments “Decision Packages”, Organized by Topical Area**

#### **Maintenance level**

*(Increased costs of providing services authorized in the enacted budget)*

- **Keep pace with tuition and enrollment increases.** Several of the financial aid programs the HECB administers are tuition and enrollment sensitive. The amounts of student awards increase when tuition increases, and the number of students receiving the awards increases when enrollment increases. These programs include State Need Grant, State Work Study, Washington Award for Vocational Excellence (WAVE), and Washington Scholars. A special note on Washington Scholars: the legislature reduced the FY 2007 budget from three to two scholars per legislative district. The statute was changed only for the 2006-07 fiscal year and will revert to the requirement to fund three scholars for the 2007-09 biennium. As a result, carryforward only represents enough money to fund 2/3 of the costs of awards to students, before considering the impact of tuition, and it will require a disproportionately larger investment by the state to fully fund awards to these students. *(Amount will depend on tuition and enrollment decisions made in each successive version of the state budget developed by policymakers.)*
- **WICHE dues and fee increases.** The Western Interstate Commission for Higher Education (WICHE) regularly increases dues to member states and fees for its student exchange programs. Students who attend out-of-state schools for optometry and osteopathy training not offered in-state are required to return to work in Washington once they obtain their degrees. These professionals contribute to the state’s economy and provide a vital service to Washington citizens. *(\$71,500)*
- **Degree authorization operations.** The number of institutions seeking authorization or requiring their waiver status to be monitored has increased substantially. These institutions contribute to the state’s economy as employers, in addition to producing employees qualified for positions requiring baccalaureate degrees. The board’s costs of administering the program have increased from nearly \$36,000 to \$103,000. The fees collected by the program also need to be updated, however they are deposited in the general fund and are not linked to the amount the board receives to administer the program. *(\$67,000)*

- **Technical adjustments.** Each biennium, the HECB is required by the Office of Financial Management (OFM) to submit a series of technical adjustments to ensure data in the state's budget system is accurate. This biennium's technical adjustments include increasing the amount of non-appropriated funds the GET program will spend on administration due to growth in the program (\$782,000), moving ongoing funding for last biennium's high-demand grants from the HECB budget to the budgets of the regional colleges (-\$880,000) and decreasing the HECB's share of the state's tort self-insurance fund as mandated by OFM (-\$105,701).

## Policy Level

### *Financial Aid*

- **State Need Grant - Expand service to 75 percent MFI** (\$16.8 million, if no increase in tuition or enrollments). The board reached its long-standing goal to serve students whose family incomes are at or below 65 percent median family income (MFI) during the current biennium. The goal was originally set in the 1970s when the program's eligibility became income-based. In recent years, the 65 percent goal was maintained because it appeared to be the point at which at least some families began to be eligible for the HOPE and Lifetime Learning tax credits.

Since the board last reviewed the goal, family income has not kept pace with increases in college costs. As recently as the 1980s, students were expected to pay approximately 33 percent of the cost of instruction. The board's most recent Tuition and Fee Report shows the students' share has increased to over 50 percent of the cost of instruction. As a result, the purchasing power represented by the 65 percent MFI has eroded. Increasing funding to the 75 percent MFI level will allow the HECB to serve an additional 8,000 to 10,000 students. *(Amount will depend on tuition and enrollment decisions made in each successive version of the state budget developed by policymakers.)*

- **State Need Grant - Fund grants at full cost of tuition** (\$24 million, if no increase in tuition or enrollments). The board has consistently expressed its goal of providing grants equal to the full value of public sector tuition and fees. This goal is included in statute (RCW 28B.92.020 (b) ... "the base state need grant over time be increased to be equivalent to the rate of tuition charged to resident undergraduate students attending Washington state public colleges and universities". This statute was a response to the "Washington State Need Grant Program 1998 Policy Study," which concluded that grants covering the full cost of tuition would enable more low-income students to attend the institutions that best met their educational needs, not just their economic circumstances. The 1998 study used some data from the HECB's 1996 study "Student Financial Aid and the Persistence of Recipients at Washington Colleges and Universities." The persistence study found that increasing state grants helped improve persistence of students in public four-year universities. It also found that increases in state grants helped equalize the persistence of minority students compared to non-minority students in the state.

Since 1999, grants to students attending research universities have increased from 56 percent to 88 percent, at regional universities students have seen an increase from 67 percent to 91 percent, at private four-year schools the increase was from 75 percent to 93 percent, while students at community and technical colleges and private vocational schools saw a decrease from 99 percent to 95 percent. *(Amount will depend on tuition and enrollment decisions made in each successive version of the state budget developed by policymakers.)*

- **State Work Study - Internships and work experiences in high-demand/high-need occupations.** This proposal would create internships for students interested in health professions and teaching. Producing more degrees in these fields not only contributes to the economic needs of the state, but also increases the state's ability to provide these key services to its citizens. Unlike conditional scholarship programs, the proposal would provide needy students with a no-risk opportunity to work in these fields early in college and determine whether they are interested in entering these high-demand, high-need fields. *(\$1.5 million)*
- **Educational Opportunity Grant – Create opportunities for students to complete degrees.** The statute governing this program was expanded two years ago, without an increase in funding. Students throughout the state are now eligible, and, despite minimal marketing of the program, over 100 qualified students were denied a grant last year due to limited funding. The program makes it possible for placebound juniors and seniors to enroll in local four-year colleges to complete their baccalaureate degrees. To be considered placebound, students must be unable to continue their education—without the assistance of this grant—because of family or work commitments, health concerns, financial need, or other similar factors. The design of the program aligns with the state's investment in the 2+2 model and the board's role in transfer policy. In addition, it increases opportunities for students in areas with low participation rates to obtain baccalaureate degrees and contribute to their community's economy. Due to its design, the program assists students to complete degrees quickly. The proposal includes funding to aggressively market the program and locate placebound students with associate degrees who have previously expressed an interest in obtaining a baccalaureate degree. *(\$2.0 million)*
- **Scholarship Clearinghouse - Development and maintenance.** At its December 2005 meeting, the board authorized staff to work with a coalition of non-profit organizations interested in developing a statewide scholarship clearinghouse, modeled on successful clearinghouses in other states. The clearinghouse would allow students to submit a single application for multiple scholarships. Other states found that their clearinghouse increased donor support by connecting them with a statewide pool of student applicants, resulting in more private dollars being available to assist students. This type of public-private partnership leverages state funds, resulting in more positive impact on the state's economy than would be possible with state dollars alone. The coalition received private grants to fund a feasibility study and plans to seek additional private monies to purchase equipment and develop software. The feasibility study is not yet complete, but if the final

recommendations are patterned after other states, the clearinghouse would be maintained by the HECB. (*Approximately \$320,000*)

- **Health Professionals Scholarship/Loan Repayment programs - Early childhood healthcare providers.** Provide an additional \$2 million each year in awards to persons providing early childhood healthcare in underserved areas. Numerous studies have shown that children are better equipped to learn when their health and nutrition needs are met.

Funding would be split evenly between college students who would commit to seeking healthcare degrees and current healthcare practitioners willing to commit to serve this population. This proposal would increase the number of practitioners available to provide these services, contributing to the state's economy at the same time. (*\$4 million*)

- **Washington (D.C.) Center Scholarships: Expand the program.** Additional institutions have signed agreements becoming "affiliates" of the Washington Center, making their students eligible to receive these scholarships. As a result of the \$60,000 per year Washington state invested this biennium, Washington students received another \$200,000 in federally-funded scholarships from the Washington Center. Our state has not participated in this program long enough to have much data on where these students are ultimately employed, however other states report that their students are frequently employed in federal or state government jobs throughout the United States. (*\$120,000*)

### ***Outreach***

- **GEAR UP (Grant Two) - Expand the program to the unserved corners of the state.** The GEAR UP program is proven to encourage and support middle school students to aspire to, plan for, enroll in, and succeed in college. After accounting for the state GEAR UP grant, GEAR UP partnership grants, and other GEAR UP-like programs, the HECB has identified several counties in which no early college awareness program is available. Some of the unserved areas are in regions the board has identified in its *State and Regional Needs Assessment* as having low participation rates. Funding this program will contribute to the economy of these regions by increasing the number of baccalaureate-prepared students available for local jobs. (*\$3.6 million*)
- **GEAR UP (Grant One) - Stabilize scholarships awarded under previous GEAR UP grant.** The state committed to awarding scholarships to students who participated in the previous GEAR UP program at a time when it appeared there would be sufficient funds in the State Educational Trust Fund account. Through a confluence of events, current projections show there will not be enough money available in the account to honor this obligation to students. Recently several additional, albeit relatively small, sources of funds have been identified and made available for this purpose. We expect these new funds to allow us to make awards through approximately the middle of the 2007-09 biennium, at which time additional state funds will be needed to stabilize the account. (*Up to \$1.0 million*)

- **Information Outreach - College and financial aid information to unserved populations.** This proposal would address the board's desire to actively communicate the value and benefit of higher education. It would target outreach to single parents, low-income working adults, first generation, and immigrant communities. In addition it would focus on areas of the state with low participation rates and communicate opportunities for students who enter high-demand fields; areas key to the growth of Washington's economy. It would also include development of a "College for Washington" portal. (\$2.6 million)

### *Policy Development*

- **College readiness - Phase 2 for English and science.** Align definitions with the *Washington Assessment of Student Learning* (WASL), grade level expectations (GLEs), community college placement tests, and the algebra-based science requirement (2010). Develop and pilot test instructional modules and scoring guides using college readiness definitions as the framework. Develop and implement a communications plan targeting parents, students, and educators, promoting college readiness as an educational imperative. Develop recommendations for system-wide use of college readiness definitions. Seek support from private sources. (\$500,000 state money, \$1,500,000 private money)
- **College readiness - Phase 1 for additional subject areas defined in the board's Statewide Strategic Master Plan for Higher Education.** Develop college readiness definitions for world languages, social studies (geography, history, civics, economics), and/or arts. (\$900,000)
- **Data-driven policy development.** Develop research questions and complete analyses using PCHEES and other data sources, informing higher education policymakers, including the governor, legislature, and the board. In addition to ongoing analyses to support the board and other policymakers, this project would allow the board to respond to current issues by conducting data-driven studies. Examples of current topics the board would study in the 07-09 biennium are teacher preparation and global competitiveness. (\$320,000 salary, benefits, equipment, associated costs)
- **Transfer - Statewide student advising.** Under this proposal, the board is working with baccalaureate institutions and community colleges to develop an online system that would allow transfer students, counselors, and faculty to explore and plan paths to baccalaureate degrees. The system has the potential to improve efficiency of two-year to four-year transfer; ultimately allowing as many as 70 more students to obtain degrees without any additional FTE funding from the state. The board recently received a grant through the K-20 Network board (Qwest settlement funds) to conduct a pilot of this project. Preliminary results of the pilot should be available at the beginning of the legislative session. (Approximately \$1,600,000)

*Agency Effectiveness*

- **HECB recruiting and retention - TIAA-CREF.** The HECB is the only public higher education employer in the state without authority to offer a purchased annuity plan such as TIAA-CREF. This adversely affects the board's ability to recruit and retain professional staff in positions that require skills that are marketable in the higher education community. *(Up to \$191,000)*

The budget proposals are presented and prioritized in the *Policy-Priority-Budgeting Matrix* beginning on the next page.

## Policy – Priority – Budgeting Matrix

### Goals of the Strategic Master Plan for Higher Education

*Goal 1: Increase opportunities for students to earn degrees*

*Goal 2: Respond to the state's economic needs*



### HECB 2007-09 Operating Budget Priorities

Ensuring affordability and access	Responding to state program needs	Improving efficiency and accountability	Increasing agency effectiveness
<b>Proposed 2007-09 Budget Adjustments - Maintenance Level</b>			
<i>Keep pace with tuition and enrollment increases (SNG, SWS, WAVE, Scholars).</i> Outcomes: Holds 70,000-75,000 students currently being served by these programs harmless in the face of tuition and enrollment increases. <b>Cost: Depends on tuition and enrollment decisions</b>	<i>WICHE dues and fee increases.</i> Outcomes: Covers increased cost of serving the same number of students. At present, Washington receives nine times as much in exchange payments as it pays. <b>Cost = \$71,500</b>		<i>Fund increased degree authorization costs due to increased number of participating institutions.</i> Outcomes: Increase fees to cover the actual cost of this program. <b>Cost = \$67,000 (with corresponding increase in collections of \$67,000)</b>
			<i>Technical adjustments.</i> Outcomes: Increased spending authority for GET, transfer prior biennium high-demand funding from HECB to regional institutions, and correct HECB tort self-insurance allocation. <b>Cost = -\$203,701</b>
<b>Proposed 2007-09 Budget Adjustments - Policy level</b>			
<i>State Need Grant - Expand service to 75% MFI.</i> Outcomes: The program will serve 8,000-10,000 more students <b>Cost = \$16.8 million</b>	<i>GEAR UP (Grant One) - Stabilize scholarships awarded under previous grant.</i> Outcomes: About 250 students will receive \$4,000 scholarships as understood when they participated in GEAR UP Grant One activities as K-12 students. <b>Cost = \$1.0 million</b>	<i>Statewide student advising.</i> Outcomes: Will provide students, faculty, and staff a user-friendly, on-line environment to explore and plan paths to a baccalaureate degree. Will especially assist the up to 15,000 students who transfer from two-year to public and private four-year institutions annually. <b>Cost = \$1.6 million</b>	<i>HECB recruiting and retention - TIAA CREF.</i> Outcomes: Improve board's ability to recruit and retain professional staff. <b>Cost = \$191,000</b>

<p><i>EOG - Create Opportunities for Students to Complete Degrees.</i> Outcomes: Up to 400 more EOG students will receive degrees in 2009 and 800 more EOG will receive degrees in 2010. <b>Cost = \$2.0 million</b></p>	<p><i>SWS - Internships and work experiences in high-demand and high-need occupations.</i> Outcomes: 100 students in FY08 and 200 in FY09 can test their interest in high-demand/high-need fields without incurring a loan burden. Employers gain student employees at a lower cost. Graduates are frequently hired into permanent positions. <b>Cost = \$1.5 million</b></p>	<p><i>Data-driven policy development.</i> Outcomes: Will provide policymakers with analysis based on current, accurate data from over 200,000 students at public baccalaureate institutions. Also will allow the HECB to research current topics such as global competitiveness and teacher preparation. <b>Cost = \$320,000</b></p>	
<p><i>Scholarship Clearinghouse - Development and maintenance.</i> Outcomes: Numbers would likely be similar to Oregon's clearinghouse - donors participating (300), applications processed (7,000), awards made (3,000), and dollars awarded (10 million). <b>Cost = \$320,000</b></p>	<p><i>Information Outreach - College and financial aid information to unserved populations.</i> Outcomes: Will encourage low-income, disadvantaged and foster youth in middle/high schools to aspire and prepare for college; conduct financial aid information sessions in locations where not provided by the colleges or high schools; design outreach strategies targeted to non-traditional students (single parents, low-income workers, etc.) <b>Cost = 2.6 million (Phase One =\$360,000, Web Portal = \$2.25 m)</b></p>	<p><i>College readiness - English and science Phase 2</i> Outcomes: Pilot test instructional modules and scoring guides; develop communication plan directed to students, parents and educators; develop statewide recommendations for implementation. <b>Cost = \$500,000</b></p>	
<p><i>State Need Grant - Fund grants at full cost of tuition.</i> Outcomes: Will meet statutory goal of funding the grants equal to the full cost of tuition. <b>Cost = \$24 million</b></p>	<p><i>GEAR UP (Grant Two) - Expand the program to unserved corners of the state.</i> Outcomes: Provide direct services and scholarships to an additional 2,500 low-income, minority, or disadvantaged students and their parents. Also provides professional development for teachers. Creates a program model that can be continued by the school when the GEAR UP grant ends. <b>Cost = \$3.6 million (plus 25% match from the school and/or community)</b></p>	<p><i>College readiness - Languages, social sciences and the arts.</i> Outcomes: Collaborative definitions of college and work readiness in these subject areas. <b>Cost = \$900,000</b></p>	



<p><i>Washington (D.C.) Center Scholarships - Expand the program</i></p> <p>Outcomes: Will double the number of students who receive grants annually from 15 to 30 and will create additional opportunities for Washington students to get federal government jobs after graduation.</p> <p><b>Cost = \$120,000</b></p>	<p><i>Health Professionals Scholarships/Loan Repayments - expand programs to target awards to early childhood healthcare providers</i></p> <p>Outcomes: New scholarships will result in 200 new early childhood healthcare providers annually, beginning in 2 to 4 years. New loan repayments will result in 22 to 25 qualified healthcare providers using their skills in the early childcare field each year, beginning immediately.</p> <p><b>Cost - \$4 million</b></p>		
---	---	--	--

Proposed overall priority order:

#### **Maintenance level**

1. Keep pace with tuition and enrollment increases (SNG, SWS, WAVE, Scholars)
2. WICHE dues and fee increases
3. Fund increased degree authorization costs due to increased number of participating institutions
4. Technical adjustments

#### **Policy Level**

1. State Need Grant - Expand service to 75 percent MFI
2. Statewide student advising system
3. Data-driven policy development
4. GEAR UP (Grant One) - Stabilize scholarships awarded under previous grant
5. SWS - Internships and work experiences in high-demand and high-need occupations
6. EOG - Create Opportunities for Students to Complete Degrees
7. College readiness: English and science Phase 2
8. College readiness: languages, social sciences and the arts
9. Scholarship Clearinghouse - Development and maintenance
10. Information Outreach - college and financial aid information to unserved populations
11. GEAR UP (Grant Two) - Expand the program to unserved corners of the state
12. Health Professionals Scholarship/Loan Repayment - expand programs to target awards to early childhood healthcare providers
13. State Need Grant - Fund grants at full cost of tuition
14. Washington (D.C.) Center Scholarships - Expand the program
15. HECB recruiting and retention - TIAA-CREF

## **RESOLUTION NO. 06-21**

WHEREAS, The Higher Education Coordinating Board (HECB) is a 10-member citizen board, directed in statute “to represent the broad public interest above the interests of the individual colleges and universities”; and

WHEREAS, The Higher Education Coordinating Board administers all state-funded financial aid so that loans, grants, and work-study—state and federal—may be coordinated to provide the best possible service to students and make best use of state resources; and

WHEREAS, The board also provides policy, regulatory, and fiscal recommendations at the request of the legislature and governor; and

WHEREAS, The budget request reflects the comments and decisions of the board’s fiscal committee; and

WHEREAS, The Office of Financial Management (OFM) has directed public agencies to submit budget requests for the 2007-09 biennium by September 1, 2006;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the biennial budget request presented to the board on July 27, 2006, and directs staff to refine and redraft the request to accommodate OFM submittal requirements by September 1, 2006.

Adopted:

July 27, 2006

Attest:

---

Gene Colin, Chair

---

Bill Grinstein, Vice Chair

# HIGHER EDUCATION COORDINATING BOARD

Requested 2007-09 Operating Budget Level

State General Fund, Education Legacy Trust, & Pension Funding Stabilization Account\*\*

Dollars in Millions

	Expenditure Authority 2005-07	Carry Forward Adjustment	Carry Forward Level 2005-07	Proposed Enhancements 2007-09	2007-09 Requested Budget Level	Percent Change Over 2005-07
<b>Financial Aid Programs:</b>						
<b>Policy Enhancements:</b>						
State Need Grant	319.461	12.859	332.320	32.400 *	364.720	14.2%
State Work Study	36.952	1.130	38.082	1.500 *	39.582	7.1%
Health Professions	6.200		6.200	4.000	10.200	64.5%
Educational Opportunity Grant	5.734		5.734	3.400	9.134	59.3%
Washington Scholars	4.745	(0.023)	4.722	- *	4.722	-0.5%
GEAR UP Expand to Unserved Corners of the State	-		-	3.600	3.600	N/A
WA Award for Vocational Excellence	1.641	0.053	1.694	- *	1.694	3.2%
GEAR UP Stabilization	0.075	(0.075)	-	1.000	1.000	1233.3%
WICHE	0.607	0.009	0.616	0.036	0.652	7.4%
Washington (D.C.) Center Scholarships	0.120		0.120	0.120	0.240	100.0%
Future Teachers Scholarships	1.000	0.500	1.500	-	1.500	50.0%
Leadership 1000	0.500	0.500	1.000	-	1.000	100.0%
Community Scholarship Matching Grants	0.492		0.492	-	0.492	0.0%
Foster Care Endowed Scholarship	0.150		0.150	-	0.150	0.0%
Child Care Grants	0.150		0.150	-	0.150	0.0%
College Assist. Migrant Program Grants	0.050		0.050	-	0.050	0.0%
Promise Scholarships	4.325	(4.325)	-	-	-	-100.0%
<b>Subtotal Financial Aid</b>	<b>\$382.202</b>	<b>\$10.628</b>	<b>\$392.830</b>	<b>\$46.056</b>	<b>\$438.886</b>	<b>14.8%</b>
<b>Planning &amp; Coordination:</b>						
<b>Policy Enhancements:</b>						
Information Outreach				2.600	2.600	N/A
Statewide Student Advising System	-		-	1.600	1.600	N/A
College Readiness - Social Studies, Languages & Arts - Phase 1	-		-	0.900	0.900	N/A
College Readiness - English and Science - Phase 2	-		-	0.500	0.500	N/A
Data-driven Policy Development	-		-	0.320	0.320	N/A
Scholarship Clearinghouse	-		-	0.320	0.320	N/A
HECB Recruiting & Retention - TIAA-CREF				0.191	0.191	N/A
Degree Authorization				0.067	0.067	N/A
Self Insurance Technical Adjustment	0.108		0.108	(0.106)	0.002	-98.1%
High-Demand Enrollments	0.900	0.860	1.760	(1.760)	-	-100.0%
Administration & Operating Costs	10.286	0.056	10.342	-	10.342	0.5%
College Readiness	0.600		0.600	-	0.600	0.0%
Jefferson County Demonstration Project	0.350		0.350	-	0.350	0.0%
<b>Subtotal Planning &amp; Coordination</b>	<b>\$12.244</b>	<b>\$0.916</b>	<b>\$13.160</b>	<b>\$4.632</b>	<b>\$17.792</b>	<b>-\$1.976</b>
<b>Totals</b>	<b>\$394.446</b>	<b>\$11.544</b>	<b>\$405.990</b>	<b>\$50.688</b>	<b>\$456.678</b>	<b>15.8%</b>

Note: \* Does not include funding for tuition and enrollment decisions

\*\*Does not include proposed non-appropriated funds adjustment for GET of \$782,000



July 2006

## **2007-09 HECB Higher Education Operating Budget Recommendations: Budget Development Approach**

### **Introduction**

The fiscal committee believes the objective of the Higher Education Coordinating Board's (HECB) 2007-09 operating budget recommendations for public higher education is to enhance the capacity, effectiveness, and accountability of the state's higher education resources.

To arrive at these recommendations, the fiscal committee is proposing a ***Policy – Priority – Budgeting Matrix*** to identify, evaluate, and prioritize institutional operating budget requests, as well as HECB statewide initiatives.

The matrix identifies four specific budget priorities, each derived from the goals of the board's *2004 Strategic Master Plan for Higher Education*. Additionally, the matrix identifies two alternative funding levels/scenarios to assist in developing the budget recommendations.

The fiscal committee has endorsed the proposed budget development approach and the use of the ***Policy – Priority – Budgeting Matrix***. Board members are asked to review and discuss the proposed approach at their July 2006 meeting. If endorsed by the board, the staff will use this approach in preparing the 2007-09 HECB higher education operating budget recommendations for discussion and action at the board's October meeting in Yakima.

### **Priorities for the HECB's 2007-09 Budget Recommendations**

The fiscal committee has identified **operating budget priorities** for the 2007-09 biennium, each of which relates to the goals of the strategic master plan:

- ***Goal 1: Increase opportunities for students to earn degrees; and***
- ***Goal 2: Respond to the state's economic needs.***

From the goals and initiatives outlined in the strategic master plan, four statewide budget priorities for the 2007-09 biennium were identified:

- *Ensuring affordability and access for students;*
- *Responding to state and regional program needs;*
- *Maintaining academic quality; and*
- *Promoting institutional excellence and accountability.*

Budget request items will be assigned to each of the four categories, and then prioritized within those categories.

### **HECB 2007-09 Alternative Funding Levels**

Two alternative funding levels were identified to help evaluate and prioritize expenditure requests and needs. The two levels of higher education investment for the 2007-09 biennium are:

- *Level 1: Enhancing Quality, Access, and the State's Competitiveness; and*
- *Level 2: Building a Foundation for Excellence.*

The fiscal committee is currently exploring with agency staff a variety of methods that can be used to arrive at the specific revenue amounts within each alternative funding level.

## HECB 2007-09 Operating Budget Recommendations Policy – Priority – Budgeting Matrix

### Goals of the Strategic Master Plan for Higher Education

*Goal 1: Increase opportunities for students to earn degrees*

*Goal 2: Respond to the state's economic needs*



### HECB 2007-09 Operating Budget Priorities

**Ensuring Affordability  
and Access for Students**

**Responding to State  
and Regional  
Program Needs**

**Maintaining  
Academic Quality**

**Promoting Institutional  
Excellence and  
Accountability**

### Funding Level 1: Enhancing Quality, Access, and the State's Competitiveness

*Estimated Cost: \$412.9 million*

Includes:

Additional maintenance level adjustments and policy level enhancements to incrementally implement strategic master plan goals and other state and institutional priorities/needs.

Funding  
Assumption:

1. Higher education receives the same proportionate increase in state General Fund appropriations over the 2007-09 carryforward as received in the 2005-07 biennium, plus 50%.

Policy  
Assumptions (final  
matrix will reflect  
specific funding  
recommendations  
covering these  
topics)

1. Increasing degree production by increasing general enrollment and high-demand enrollment;
2. Responding to the state's economic needs by (1) increasing degree production in high-demand and high-need fields through funding for targeted enrollments and (2) supporting research activities that will contribute to state competitiveness;
3. Keeping college affordable through limited tuition increases (resident undergraduates only);
4. Improving quality through faculty compensation increases;
5. Funding of additional, selected maintenance level adjustments;
6. Promoting opportunity through student financial assistance programs; and
7. Promoting student success through greater accountability.

	<b>HECB 2007-09 Operating Budget Priorities</b>			
	<b>Ensuring Affordability and Access for Students</b>	<b>Responding to State and Regional Program Needs</b>	<b>Maintaining Academic Quality</b>	<b>Promoting Institutional Excellence and Accountability</b>
<b>HECB Statewide Initiatives</b>  <i>(Note: these are examples only)</i>	1. Increase number of degrees produced by beginning to close the gap between Washington's participation rates and the national average (by 10%) <i>(Estimated Cost: \$XX million)</i>  2. Expand SNG eligibility <i>(Estimated Cost: \$XX million)</i>	1. Increase number of high-demand degrees produced <i>(Estimated Cost: \$XX million)</i>	1. Faculty compensation increase <i>(Estimated Cost: \$XX million)</i>	1. Accountability/performance incentive funds <i>(Estimated Cost: \$XX million)</i>
<b>HECB Institutional Recommendations</b>	1. Institutional Decision Package 2. Institutional Decision Package 3. Institutional Decision Package	1. Institutional Decision Package 2. Institutional Decision Package	1. Institutional Decision Package 2. Institutional Decision Package	1. Institutional Decision Package

	<b>HECB 2007-09 Operating Budget Priorities</b>			
	<b>Ensuring Affordability and Access for Students</b>	<b>Responding to State and Regional Program Needs</b>	<b>Maintaining Academic Quality</b>	<b>Promoting Institutional Excellence and Accountability</b>
<b>Funding Level 2: Building a Foundation for Excellence</b> <i>Estimated Cost: \$619.4 million</i>				
Includes:	Policy enhancements to realize strategic master plan goals by 2010-11, and other state and institutional priorities/needs.			
Funding Assumption:	1. Higher education receives the same increase in state General Fund appropriations as in Funding Level 1, plus 50%.			
Policy Assumptions:	1. Increasing degree production by increasing general enrollment and high-demand enrollment; 2. Responding to the state's economic needs by (1) increasing degree production in high-demand and high-need fields through funding for targeted enrollments and (2) supporting research activities that will contribute to state competitiveness; 3. Keeping college affordable through limited tuition increases (resident undergraduates only); 4. Improving quality through faculty compensation increases; 5. Funding of additional, selected maintenance level adjustments; 6. Promoting opportunity through student financial assistance programs; 7. Promoting student success through greater accountability; 8. Helping transfer students earn bachelor's degrees; and 9. Helping students make the transition to college.			



	HECB 2007-09 Operating Budget Priorities			
	Ensuring Affordability and Access for Students	Responding to State and Regional Program Needs	Maintaining Academic Quality	Promoting Institutional Excellence and Accountability
<b>HECB Statewide Initiatives</b>  <i>(Note: these are examples only)</i>	1. Increase number of degrees produced by beginning to close the gap between Washington's participation rates and the national average (by 20%) <i>(Estimated Cost: \$XX million)</i>  2. SNG eligibility increase <i>(Estimated Cost: \$XX million)</i>  3. Stabilize GEAR UP scholarship funding <i>(Estimated Cost: \$XX million)</i>  4. EOG: Create opportunities for students to earn degrees <i>(Estimated Cost: \$XX million)</i>	1. Increase number of high-demand degrees produced <i>(Estimated Cost: \$XX million)</i>  2. Statewide student advising system <i>(Estimated Cost: \$XX million)</i>  3. Data-driven policy development <i>(Estimated Cost: \$XX million)</i>  4. College readiness projects <i>(Estimated Cost: \$XX million)</i>	1. Faculty compensation increase <i>(Estimated Cost: \$XX million)</i>	1. Accountability/performance incentive funds <i>(Estimated Cost: \$XX million)</i>

	<b>HECB 2007-09 Operating Budget Priorities</b>			
	<b>Ensuring Affordability and Access for Students</b>	<b>Responding to State and Regional Program Needs</b>	<b>Maintaining Academic Quality</b>	<b>Promoting Institutional Excellence and Accountability</b>
<b>HECB Institutional Recommendations</b>	1. Institutional Decision Package 2. Institutional Decision Package 3. Institutional Decision Package	1. Institutional Decision Package 2. Institutional Decision Package	1. Institutional Decision Package 2. Institutional Decision Package	1. Institutional Decision Package



**July 2006**

## **GEAR UP Program Update**

### *Addressing the Pre-Collegiate Years*

This is an informational report to the members of the Higher Education Coordinating Board at its July 27, 2006 meeting. No board action is necessary at this time.

### **Background**

The Higher Education Coordinating Board (HECB) administers the Washington State GEAR UP program. GEAR UP—which stands for Gaining Early Awareness and Readiness for Undergraduate Programs—is a federally-funded college access program.

Since the program was authorized in 1998, Washington has received two federal GEAR UP grants:

- The HECB administered Grant One from 1999-2005 (a total of \$19 million).
- In 2005, the HECB received funding for Grant Two, to fund an additional six years of the program (a total of \$21 million).

This report provides an overview and assessment of the Washington State GEAR UP program, and highlights a proposal to expand the program to underserved areas of the state.

Congress authorized the GEAR UP program under the 1998 Amendments to the Higher Education Act of 1965. Washington was one of 21 states that received the initial federal grants in 1999. The governor designated the HECB to manage the GEAR UP grant.

The Washington State GEAR UP project strives to:

- Reach students from low-income families early, beginning in seventh grade;
- Prepare them through tutoring and mentoring services to be academically ready for post-secondary education;
- Provide college awareness and college experiences to students and their parents; and
- Offer financial aid and college admissions information and assistance to parents.

### Grant One

Under Grant One, the HECB signed up 2,040 students in 11 school districts between 1999 and 2005. From a combination of non-profit organizations, school districts, and governmental agencies, many of these students received year-round services (such as tutoring and mentoring) and participated in summer institutes and after-school programs. By the end of 2004, 413 GEAR UP students had begun using GEAR UP scholarships to attend college.

### Grant Two

Under Grant Two, 1,035 seventh-grade students have been identified as “GEAR UP Scholars.” Scholars program services are provided through 12 school districts, using school district personnel and facilities.

The Scholars program will follow each student in the cohort from seventh grade through graduation, providing students and parents with:

- Individual and group tutoring, mentoring, summer and after-school programs;
- Academic assessment and counseling;
- Career and college exploration activities;
- Participation in financial aid and admissions outreach programs; and
- College scholarships (awarded in GET units) upon meeting program benchmarks.

Although direct grant services are limited to students in the cohort, the Scholars Project is specifically designed for school districts to extend it to succeeding classes of students. Elements of the current program that are key to meeting this goal are professional development opportunities provided to teachers, and partnerships created with the community. These efforts will ensure the school district is left with an established program curriculum, and experienced staff to deliver it when the GEAR UP grant ends.

### **Partnership Programs**

In addition to the statewide programs managed by the HECB, the federal government also funds individual GEAR UP partnership programs. Colleges and universities, school districts, and businesses form partnerships to offer services. In Washington, nine partnership programs currently serve 22,000 students. Annual funding for partnership programs in Washington totals \$9 million. The board’s statewide GEAR UP program functions as a liaison and collaborates with the partnership programs to help encourage students to pursue college.

### **Success of GEAR UP in Washington**

Data on Washington’s Grant One project show that the program has delivered what it promised by preparing students for entry into college. Between 2000 and 2004, 574 GEAR UP students graduated from high school (another 1,070 GEAR UP students were still in high school in 2005). Of the 574 graduates, 413 have enrolled in colleges and universities.

Compared to the state average, a larger percentage of GEAR UP high school graduates enrolled in higher education. Overall, 73 percent of GEAR UP graduates attend college, compared to a statewide average of 57 percent. HECB data also shows that the GEAR UP program has played an important role in preparing minority students to participate in college.

**Rates of high school graduates pursuing post-secondary education  
GEAR UP vs. state average (2000–2004)**

<b>Race/Ethnicity</b>	<b>GEAR UP</b>	<b>State</b>	<b>Difference</b>
Hispanic	84%	47%	37%
Asian	77%	69%	8%
African American	55%	50%	5%
American Indian	52%	43%	9%
White	67%	56%	12%
Other	67%	50%	17%
Total	73%	57%	16%

Data source: Social and Economic Sciences Research Center WSU

<http://survey.sesrc.wsu.edu/gfs/Default.asp>

HECB WA GEAR UP Program Records

Such data, while impressive, does not tell the whole story. The general population targeted by the GEAR UP program is from low-income, minority families with low socioeconomic status. Students from these backgrounds tend to perform academically at or below the state's average. Furthermore, students enrolled in the statewide GEAR UP program were specifically identified as being "at risk" of not aspiring to and not being prepared for college.

### **Grant Two: Partnerships & Activities**

The HECB has partnered with the Washington Education Foundation, the University of Washington, and multiple school districts to deliver GEAR UP services that are being funded through Grant Two.

Based on the success and experience of the first GEAR UP grant, the Washington State GEAR UP project has expanded to include the Washington Education Foundation's Achievers and HERO programs in 18 schools. Through a Request For Proposals process earlier this year, 12 school districts were selected as GEAR UP Scholars sites.

The program goal is to increase the college-going rate to 75 percent among GEAR UP participants.

The program will provide participating schools with the following services:

- **Early awareness outreach** - The GEAR UP Program provides early awareness activities to students and their families. Through outreach opportunities with partners in colleges, community-based organizations, and parent organizations, the program brings early college awareness to middle school students.

- **Early intervention** - The GEAR UP Program starts early. The program begins serving students when they are in seventh grade, with such intervention services as tutoring, mentoring, after-school and summer experiences, and college and financial aid information sessions that involve students, their families, teachers, community and college members, and school administrations. Early intervention is an important part of the success of GEAR UP.
- **Vigorous curriculum** - The GEAR UP Program provides information to students at both middle- and high-school levels regarding academic preparation and requirements for college. This information encourages students to think about their futures and plan accordingly. Each GEAR UP participant is encouraged to take more challenging courses in high school. GEAR UP also helps provide information on standardized tests, WASL assessments, and other test preparation information.
- **Professional development for teachers** - The GEAR UP program offers opportunities for teachers to participate in curriculum development workshops and conferences and to attend the University of Washington's Curriculum for Instructional Development activities.
- **Direct support in the college application and selection process** - The GEAR UP program works with school guidance directors and counselors to support students in the college application and selection process. The program also works with partners to organize college visits and works with other college preparation programs to deliver services.
- **Scholarships** - GEAR UP scholarships are an important component of the GEAR UP program. Each GEAR UP participant in the state program is eligible to receive a scholarship to help pay for college costs. This provides an added incentive to students and their families who might not be seriously thinking about going to college.

In addition, the scholarship component of the project has been revised to better manage the funding that is available for scholarships. Specifically, the following measures have been taken:

- All scholarships are funded through federal money. There is no on-going or unfunded state liability;
- \$600,000 is set aside annually to purchase GET units for future distribution; and
- Students are required to meet annual benchmarks in order to be eligible to receive the scholarship.

## Next Steps

In spite of the success of college access programs such as GEAR UP—as well as other school programs such as Smaller Learning Communities, TRIO, and MESA—significant gaps remain in the four geographic corners of the state, the central Puget Sound area, and the central region of Eastern Washington. A large number of schools where more than 50 percent of the students qualify for free or reduced-price lunch do not have meaningful college-access programs.

Expanding the GEAR UP model to increase the number of high school graduates in those school districts would fill a prominent gap in the state's early intervention programs. With appropriated state funds, the Washington GEAR UP project could extend outreach services to an additional 2,500 students in up to 25 school districts in underserved areas. Such funding also would be used as state match to the federal investment.

A proposal to expand the program using state dollars is included in the HECB Agency Budget Request item, under tab 6.

WASHINGTON  
**HIGHER  
EDUCATION**  
COORDINATING BOARD



**WE HELP  
STUDENTS  
SUCCEED**



# **GEAR UP Program Update**



Higher Education Coordinating Board  
July 27, 2006

# GEAR UP

- **GEAR UP** stands for Gaining Early Awareness and Readiness for Undergraduate Programs
- **GEAR UP** provides college awareness and preparation activities to students in middle and high schools
- **GEAR UP** works with students from low-income, minority families
- **GEAR UP** is a federally funded program



# U.S. Department of Education Requirements

- Services to needy students and families
- Professional development opportunities for teachers
- Sustainable school reforms and changes
- Dollar for dollar match in program

# Politics of GEAR UP

- A \$303 million/year program, reaching one and a half million students
- Administration tried to eliminate GEAR UP and other college access programs such as TRIO
- Bipartisan support in Congress

# GEAR UP Models

There are two kinds of GEAR UP programs:

- Partnership programs
- State GEAR UP programs

# Partnership GEAR UP Programs

Partnership programs are collaborative projects among universities, school districts, and businesses

- Total federal funding: \$9.31 million/year
- Nine projects
- Serve 22,378 students
- No scholarship component

# State GEAR UP Program

The governor appointed the HECB to manage Washington's State GEAR UP Program

- The state has received two, six-year grants:
  - Grant One: 1999-2005
  - Grant Two: 2005-2010

# State GEAR UP Grants

## Grant One (1999–2005)

- Total funding was \$19 million
- Served 11 school districts
- Partnered with the University of Washington and community based organizations
- 2,040 students received significant services:
  - 574 graduated from high school by 2004
  - 413 enrolled in college (73%)
  - 1,070 are still in high school



# State GEAR UP Grants

## Grant Two (2005–2010) Current Grant

- Total funding \$21 million over six years (\$3.5 million per year)
- Partnered with 12 school districts, University of Washington, and Washington Education Foundation
- Cohort approach vs. priority approach
- Controlled scholarship obligation (awarded in GET units)

# Key Program Components

## Current Grant

- Early start with clear goals (7<sup>th</sup> grade)
- Academic assessment and counseling
- Parental outreach
- College visit and summer experience
- Standardized tests preparation
- Teacher professional development
- Scholarships

# GEAR UP Scholars Sites

## Current Grant

School Name	Students	School Name	Students
Bellingham	100	Okanogan	75
Eastmont	100	Quincy	75
Everett	75	Vancouver	200
Federal Way	100	Wapato	100
Inchelium	10	Wenatchee	50
Monroe	50	West Valley	100

# Partnership with Washington Education Foundation

GEAR UP supports site staff and mentoring

- Achievers Scholars
- HERO (Higher Education Readiness Opportunity)

# Partnership with University of Washington

The University of Washington provides services under the state grant

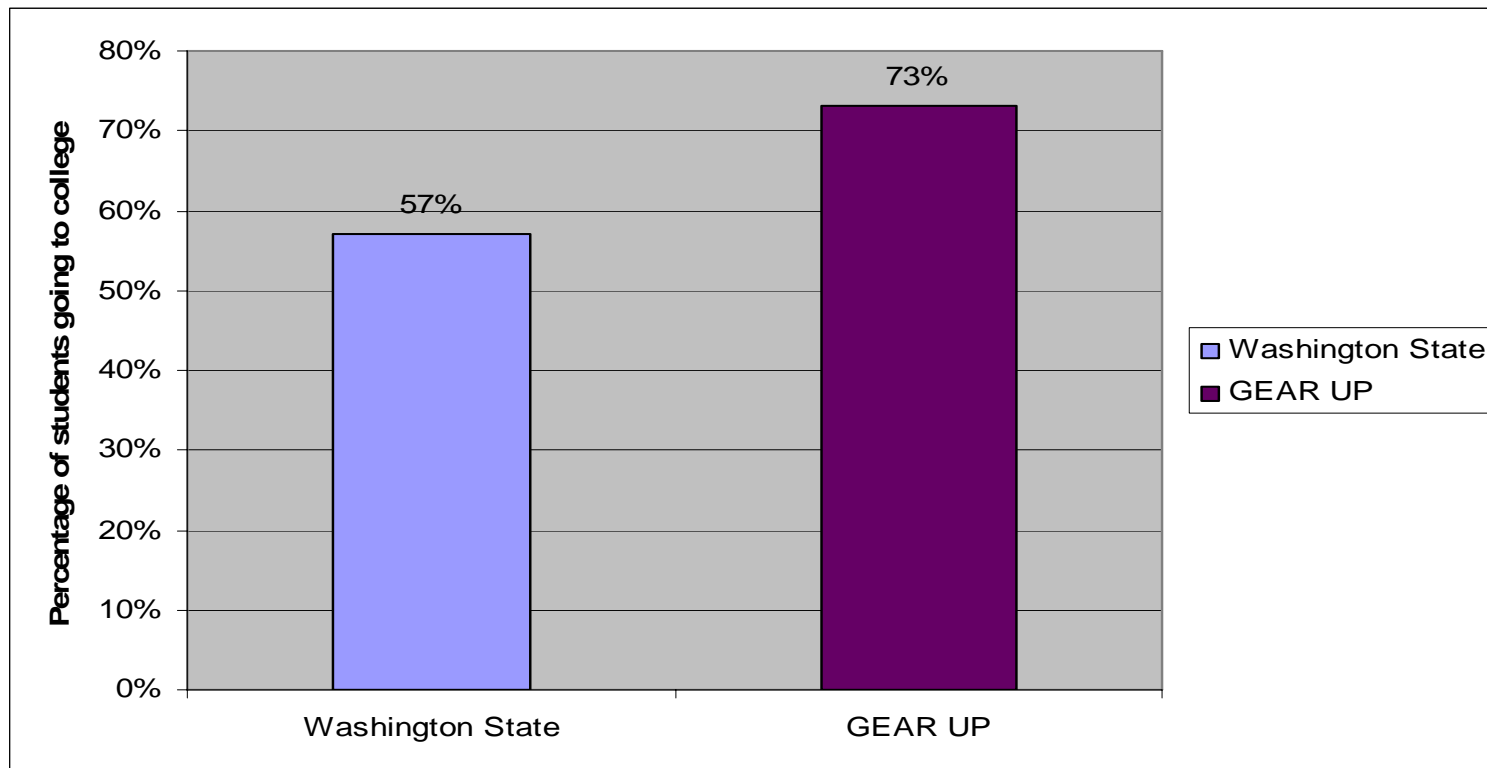
UW services include:

- Curriculum for instructional development
- Summer Institutes
- Honors Academy

# GEAR UP Success

- Cadre of teachers have gone through professional development programs at University of Washington
- Parental outreach
- School involvement
- More students go on to college

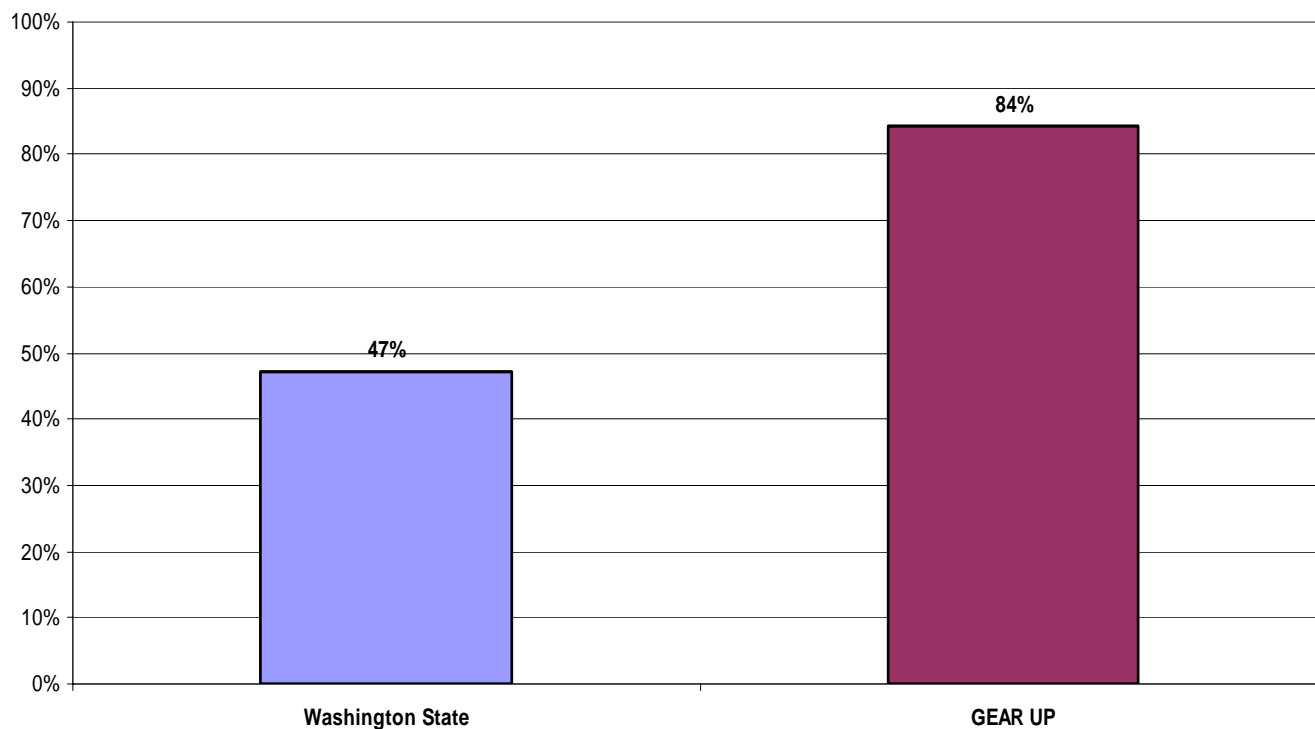
# Washington State and GEAR UP College-going Rates Comparison



Data source: Social and Economic Sciences Research Center WSU <http://survey.sesrc.wsu.edu/gfs/Default.asp>  
HECB WA GEAR UP Program Records

# Washington State and GEAR UP Hispanic Students Comparison

Washington State vs. GEAR UP  
College Going Rates for Hispanic High School Graduates

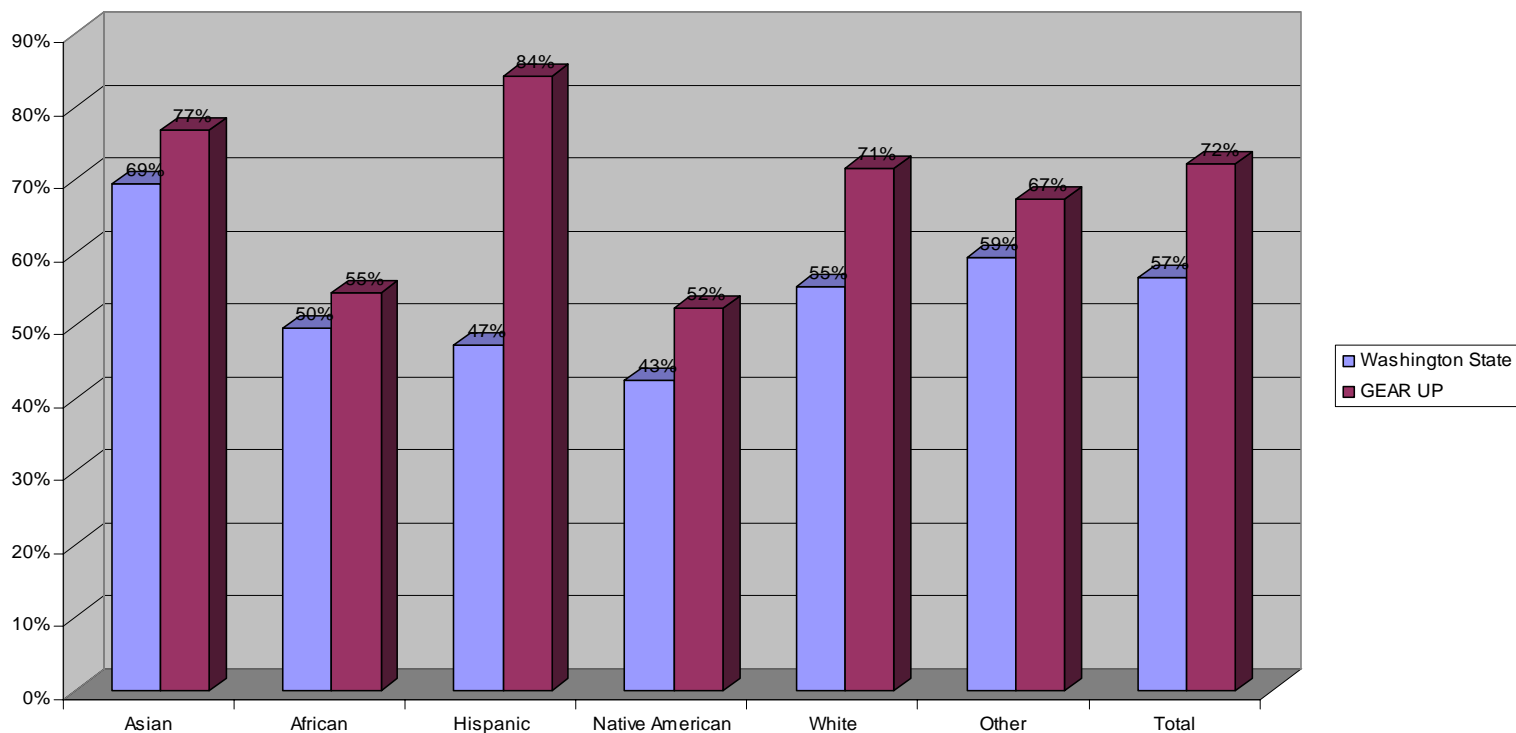


Data source: Social and Economic Sciences Research Center, WSU <http://survey.sesrc.wsu.edu/gfs/Default.asp>  
HECB WA GEAR UP Program Records



# Washington State and GEAR UP College-going by Ethnicity/Race (2000–2004)

Comparison



Data source: Social and Economic Sciences Research Center WSU <http://survey.sesrc.wsu.edu/gfs/Default.asp>  
HECB WA GEAR UP Program Records

# Next Steps

- Gaps still exist in the state
- Expansion of GEAR UP services
- More outreach efforts

**July 2006**

## **DRAFT: State Need Grant and State Work Study Rules**

Board staff recommend adoption of the proposed changes to the State Need Grant (SNG) and State Work Study (SWS) rules. In addition to technical corrections, the changes concern the SNG less-than-half-time pilot project and provide an eligibility priority in both programs for former foster youth.

### **Overview**

At the board's March meeting, staff proposed a number of amendments to the State Need Grant and State Work Study rules to reflect recent changes in state law and to make minor technical corrections. A public hearing was held on May 23, 2006. No public comment was received.

This document includes highlights of the proposed changes. The full text of the proposed changes is attached as Appendix A. Included are changes made in response to legislation passed by the 2005 legislature: House Bill 1345 authorized a SNG less-than-half-time pilot project, and House Bill 1079 included a requirement that the board give priority to former foster youth.

With one exception, the proposed rules mirror those presented to the board at the March meeting. Due to a technical issue, one of the originally proposed amendments and a few technical amendments are not included in this package. The delayed amendment relates to establishing a separate State Need Grant award amount for students in the new community college applied baccalaureate pilot programs.

There are no policy-related concerns with the delayed amendment; only a temporary issue regarding the code reviser's requirement for publishing the proposed rule. The delayed amendment will be brought to the board for approval this fall. Because students will not enroll in the applied baccalaureate pilot programs until fall 2007, the delay will not have any negative effect on students.

### **Highlights of the Proposed Rules Changes**

#### ***State Need Grant Program***

- Allow students participating in a less-than-half-time pilot program to qualify for the grant while enrolled in four- or five-credit coursework. The grant value is equal to one quarter of the award for full-time students.
- Students participating in the pilot program would be exempt from having to be officially enrolled in a degree program. The exemption lasts for up to one year.

- Establish a definition of “former foster youth” and other technical changes.

***State Work Study Program***

- Give priority in funding to youth who have previously participated in the state’s foster care program.

WASHINGTON  
**HIGHER  
EDUCATION**  
COORDINATING BOARD



**WE HELP  
STUDENTS  
SUCCEED**



# Proposed Rules Changes State Need Grant and State Work Study

Higher Education Coordinating Board  
July 27, 2006



## 2005 Legislature

Legislation passed in 2005:

- House Bill 1345 authorized a “less-than-halftime” pilot project for the State Need Grant program
- House Bill 1079 required that former foster youth receive priority funding for both State Need Grant and State Work Study



# Highlights of Proposed Rules Changes

State Need Grant program:

- Allows students in the less-than-halftime pilot program to qualify for awards
- Exempts students in the pilot program from official enrollment in a degree program - for up to one year
- Defines “former foster youth”
- Includes technical changes





# Highlights of Proposed Rules Changes

State Work Study program:

- Gives funding priority to youth who previously participated in the state's foster care program
- Includes minor technical changes



# Future Amendment

- The proposed amendment to establish a separate SNG award amount for students in new applied baccalaureate pilot programs was delayed, due to a technical issue.
- The delayed amendment will be brought to the board for approval later this fall and will not have a negative effect on students.

WASHINGTON  
**HIGHER  
EDUCATION**  
COORDINATING BOARD



**WE HELP  
STUDENTS  
SUCCEED**

**RESOLUTION NO. 06-22**

WHEREAS, The Higher Education Coordinating Board is directed to administer the State Need Grant and State Work Study programs; and

WHEREAS, The Higher Education Coordinating Board is authorized by RCW 28B.80 to adopt rules as necessary to implement the programs; and

WHEREAS, The legislature passed House Bills 1345 and 1079 authorizing the State Need Grant less-than-halftime pilot project and providing eligibility priority in both the State Need Grant and State Work Study programs; and

WHEREAS, The board reviewed the proposed rules at its March 30, 2006 meeting; and

WHEREAS, Board staff accepted testimony through June 14, 2006 and held a public hearing on May 23, 2006; and

WHEREAS, No public comments were received;

NOW THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board adopt permanent rules amending WAC 250.20 and WAC 250.40 to reflect the current statutory and administration provisions of the State Need Grant and State Work Study programs.

Adopted:

July 27, 2006

Attest:

\_\_\_\_\_  
Gene J. Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair

## State Need Grant

AMENDATORY SECTION (Amending WSR 99-16-015, filed 7/23/99, effective 8/23/99)

**WAC 250-20-011 Student eligibility.** For a student to be eligible for a state need grant he or she must:

(1) Be a "needy student" as determined by the higher education coordinating board in accordance with RCW 28B.10.802. These students must also meet the "income cutoff," be a "former foster youth" or be a "disadvantaged student" ((who has completed a board approved program designed to promote early awareness of, and aspiration to, higher education)).

(2) Be a resident of the state of Washington in accordance with RCW 28B.15.012 (2)(a) through (d).

(3) Be enrolled or accepted for enrollment as an undergraduate student at a participating postsecondary institution or be a student under an established program designed to qualify him or her for enrollment as a full-time student at a postsecondary institution in the state of Washington.

(a) For purposes of need grant eligibility, the student must be enrolled, at time of disbursement, in a course load of at least six credits per quarter or semester or, in the case of institutions which do not use credit hours, in a program of at least six hundred clock hours requiring at least twelve clock hours of instruction per week.

(b) A student enrolled less than half time may not receive this grant for the term in question (except as specified in WAC 250-20-021 less-than-half-time pilot project), but is eligible for reinstatement or reapplication for a grant upon return to at least a half-time status. Correspondence courses may not comprise more than one-half of the student's minimum credit load for which aid is being considered.

(c) Have a high school diploma or its equivalent. Equivalent standards include a general education development certificate, a certificate of completion of a home study program recognized by the student's home state. For a student without a high school diploma or its equivalent, he or she must pass a federally recognized ability-to-benefit test as is required for the receipt of federal student aid.

(4) Maintain satisfactory progress as defined in WAC 250-20-021(19).

(5) Not be pursuing a degree in theology.

(6) Not have received a state need grant for more than the

equivalent of ten full-time semesters or fifteen full-time quarters or equivalent combination of these two, nor exceed one hundred twenty-five percent of the published length of time of the student's program. A student may not start a new associate degree program as a state need grant recipient until at least five years have elapsed since earning an associate degree as a need grant recipient, except that a student may earn two associate degrees concurrently. A student shall be deemed to have received an associate degree as a state need grant recipient if the student received state need grant payments in more than three quarters, two semesters, or equivalent clock hours while pursuing an associate((s)) degree. Upon receipt of a bachelor's degree or its foreign equivalent, a student is no longer eligible.

(7) Have ~~((made a bona fide application))~~ submitted the Free Application for Federal Student Aid to receive consideration for a Pell grant.

(8) Certify that he or she does not owe a refund on a state need grant, a Federal Pell Grant or a Federal Supplemental Educational Opportunity Grant, and is not in default on a loan made, insured, or guaranteed under the Federal Family Education Loan Program, the Federal Perkins Loan Program, or the Federal Direct Student Loan Program.

AMENDATORY SECTION (Amending WSR 95-17-045, filed 8/11/95, effective 9/11/95)

**WAC 250-20-013 Institutional eligibility.** (1) For an otherwise eligible student to receive a state need grant, he or she must be enrolled in an eligible program at a postsecondary institution approved by the higher education coordinating board for participation in the state need grant program (except as specified in WAC 250-20-021 less-than-half-time pilot project). To be eligible to participate, a postsecondary institution must:

(a) Be a public university, college, community college, or vocational-technical institute operated by the state of Washington, or any political subdivision thereof, or any other university, college, school or institute in the state of Washington offering instruction beyond the high school level with full institutional accreditation by an accrediting association recognized by rule of the board.

(b) Participate in the federal Title IV student financial aid programs, including, at a minimum, the Federal Pell Grant program.

(2) In addition, a for-profit institution must:

(a) Be certified for participation in the federal Title IV student financial aid programs. A for-profit institution that is provisionally certified for participation in the federal Title IV student financial aid programs due to its failure to meet the factors of administrative capability or financial responsibility as stated in federal regulations, or whose participation has been limited or suspended, is not eligible to participate in the state need grant program until its full eligibility has been reinstated.

(b) Demonstrate to the satisfaction of the board that it is capable of properly administering the state need grant program. In making a determination of administrative capability, the board will consider such factors as the adequacy of staffing levels, staff training and experience in administering student financial aid programs, standards of administrative capability specified for purposes of federal Title IV program eligibility, its student withdrawal rate, its federal student loan cohort default rate, and such other factors as are reasonable. In determining the administrative capability of participating institutions, the board will also consider the institution's compliance with state need grant program regulations and guidelines.

(c) Demonstrate to the satisfaction of the board that it has the financial resources to provide the services described in its official publications and statements, provide the administrative resources necessary to comply with program requirements, and that it meets the financial responsibility standards for participation in the federal Title IV programs.

(d) Renew its eligibility each year under these standards.

(3) Nothing in this section shall prevent the board, in the exercise of its sound discretion, from denying eligibility or terminating the participation of an institution which the board determines is unable to properly administer the program or to provide advertised services to its students.

AMENDATORY SECTION (Amending WSR 02-24-041, filed 12/2/02, effective 1/2/03)

**WAC 250-20-021 Program definitions.** (1) The term "needy student" shall mean a post-high school student of an institution of postsecondary education who demonstrates to the higher education coordinating board the financial inability, either parental, familial, or personal, to bear the total cost of education for any semester or quarter. The determination of need shall be made in accordance with federal needs analysis formulas and provisions as recognized and modified by the board.

(2) The term "disadvantaged student" shall mean a student who by reasons of adverse cultural, educational, environmental, experiential, or familial circumstance is unlikely to aspire to, or enroll in, higher education. Generally, this shall mean a dependent student whose parents have not attained a college education and/or whose family income is substantially below the state's median or has participated in a means tested early awareness program designed to qualify him or her for enrollment as a full-time student at a postsecondary institution in the state of Washington.

(3) The term "postsecondary institution" shall mean:

(a) Any public university, college, community college, or vocational-technical institute operated by the state of Washington political subdivision thereof, or any other university, college, school or institute in the state of Washington offering instruction beyond the high school level which is a member institution of an approved accrediting association.

(b) If such institution agrees to participate in the program in accordance with all applicable rules and regulations.

(c) Any institution, branch, extension or facility operating within the state of Washington which is affiliated with an institution operating in another state must be a separately accredited member institution of an approved accrediting association.

(d) The separate accreditation requirement is waived for branch campuses of out-of-state institutions if the branch campus:

(i) Is eligible to participate in federal student aid programs; and

(ii) Has operated as a nonprofit college or university delivering on-site classroom instruction for a minimum of twenty consecutive years within the state of Washington; and

(iii) Has an annual enrollment of at least seven hundred full-time equivalent students.



(4) The term "approved accrediting association" shall mean the following organizations:

- (a) Northwest Association of Schools and Colleges;
- (b) Middle States Association of Colleges and Schools, Commission on Higher Education;
- (c) New England Association of Schools and Colleges;
- (d) North Central Association of Colleges and Schools;
- (e) Southern Association of Colleges and Schools;
- (f) Western Association of Schools and Colleges;
- (g) Accrediting Bureau of Health Education Schools;
- (h) Accrediting Council for Continuing Education and Training;
- (i) Accrediting Commission of Career Schools and Colleges of Technology;
- (j) Accrediting Council for Independent Colleges and Schools;
- (k) National Accrediting Commission of Cosmetology Arts and Sciences.

(5) "Washington resident" shall be defined as an individual who satisfies the requirements of RCW 28B.15.012 (2)(a) through (d) and board-adopted rules and regulations pertaining to the determination of residency.

(6) "Dependent student" shall mean any post-high school student who does not qualify as an independent student in accordance with WAC 250-20-021(6).

(7) "Independent student" shall mean any student who qualifies as an independent student for the receipt of federal aid. These qualifications include a student who has either:

- (a) Reached his or her twenty-fourth birthday before January 1st of the aid year; or((~~7~~))
- (b) Is a veteran of the U.S. Armed Forces; or((~~7~~))
- (c) Is an orphan or ward of the court; or((~~7~~))
- (d) Has legal dependents other than a spouse; or((~~7~~))
- (e) Is a married student or a graduate/professional student; or((~~7~~))
- (f) Is determined to be independent for the receipt of federal aid on the basis of the professional judgment of the aid administrator.

(8) Definitions of "undergraduate students" will be in accord with definitions adopted for institutional use by the board.

(9) "Student budgets" (~~shall~~) are determined by institutions and approved by the board. The student budget consists of that amount required to support an individual as a student for nine months and may take into consideration cost factors for maintaining the student's dependents.

This should be the amount used to calculate the student's total need for all state and federal funds.

(10) "State need grant cost-of-attendance" is the standard student cost per sector, as developed by the board.

(a) The costs-of-attendance for each sector are calculated by adding together a standard maintenance allowance for books, room, board, transportation and personal items, for all undergraduate students statewide as developed by the Washington Financial Aid Association, and the sector's regular tuition and fees for full-time, resident, undergraduate students.

(b) In no case may the costs-of-attendance exceed the statutory ceiling established by RCW (~~((28B.10.808))~~) 28B.92.060(4). The ceiling is calculated by adding together the same standard maintenance allowance used in determining the state need grant cost-of-attendance, plus the regular tuition and fees charged for a full-time resident undergraduate student at a research university, plus the current average state appropriation per student for operating expenses in all public institutions.

(c) For example, in the 1992-93 academic year, the value of the statutory ceiling is \$13,783. This value is composed of the Washington Financial Aid Association's maintenance budget of \$6,964, plus the regular tuition and fees charged for a resident undergraduate student at a research university of \$2,274, plus the current average state appropriation per student for operating expenses in all public institutions of \$4,545.

(d) The value of each element used in the construction of the statutory ceiling will be updated annually.

(e) The higher education coordinating board will consult with appropriate advisory committees and the representative association of student financial aid administrators, to annually review and adjust the costs-of-attendance. The costs-of-attendance for each sector will be published concurrent with annual guidelines for program administration.

(11) "Family income" is the student's family income for the calendar year prior to the academic year for which aid is being requested.

(a) Income means adjusted gross income and nontaxable income as reported on the federally prescribed application for federal student aid.

(b) For the dependent student family income means parental income.

(c) For the independent student family income means the income of the student and any other adult, if any, reported as part of the student's family.

(d) The institutional aid administrator may adjust the family's income up or down to more accurately reflect the family's financial situation during the academic year. When such adjustments are made they shall be consistent with guidelines for making changes to determine federal student aid eligibility.

(12) "Income cutoff" means the amount of family income below which a student is determined to be eligible for the state need grant.

(a) The cutoff shall be expressed as a percent of the state's median family income. The exact point of cutoff shall be determined each year by the board based on available funding.

(b) The board will endeavor to award students, in order, from the lowest income to the highest income, within the limits of available funding.

(c) At the discretion of the institution's aid administrator, a student who is eligible for a state need grant in a given academic year may be deemed eligible for the ensuing academic year if his or her family income increases by no more than three percent, even if the stated median family income cutoff for grant eligibility is lower than that amount.

(13) "Median family income" is the median income for Washington state, adjusted by family size and reported annually in the federal register.

(14) "Base grant" is the state need grant award for each sector before the addition of a dependent care allowance. The base grant per student will be no less than the published base grant in 1998-1999. The base grant may be further adjusted according to the student's family income level and rate of enrollment as described in WAC 250-20-041.

For certain students who have completed board approved early awareness and preparation programs such as (~~the Washington National Early Intervention Scholarship Program, its successor program~~), GEAR-UP or a Trio program, the base grant will be an amount fixed annually by the board. Generally the base grant, in these cases, will be no less than the current value of the federal PELL grant program.

(15) "Dependent care allowance" is a flat grant amount, to be determined by the board, which is in addition to the eligible student's base grant.

(a) The allowance is awarded to those students who have dependents in need of care. The dependent must be someone (other than a spouse) living with the student.

(b) Care must be that assistance provided to the dependent by someone outside of the student's household and not paid by another agency.

(c) Eligible grant recipients must document their need for the dependent care allowance.

(16) "State need grant award" is the base grant adjusted according to level of family income, plus a dependent care allowance, if applicable.

(17) "Academic year" is that period of time between July 1 and the following June 30 during which a full-time student would normally be expected to complete the equivalent of two semesters or three quarters of instruction.

(18) "Clock hours" means a period of time which is the equivalent of either:

(a) A 50 to 60 minute class, lecture, or recitation((7))i  
or

(b) A 50 to 60 minute period of faculty-supervised laboratory shop training or internship.

(19) "Gift equity packaging policy" is the institution's policy for assigning gift aid to all needy, eligible students.

(20) "Satisfactory progress" is the student's successful completion of a minimum number of credit or clock hours for each term in which the grant was received. Each school's policy for measuring progress of state need grant recipients must define satisfactory as the student's completion of the minimum number of credit or clock hours for which the aid was disbursed.

(a) The minimum satisfactory progress standard for full-time students is twelve credits per term or 300 clock hours per term. Satisfactory progress for three-quarter time students is nine credits per term or 225 clock hours per term. Satisfactory progress for half-time students is six credits per term or 150 clock hours per term.

(b) Each school's policy must deny further disbursements of the need grant at the conclusion of any term in which he or she fails to complete at least one-half of the minimum number of credits or clock hours for which the aid was disbursed or otherwise fails to fulfill the conditions of the institution's satisfactory progress policy.

(c) The school may make disbursements to a student who is in a probationary status. "Probation" is defined as completion of at least one-half, but less than all of the minimum number of credits for which the aid was calculated and disbursed. The school must have a probation policy, approved by the board, which limits the number of terms in which a student may receive the need grant while in a probationary status.

(d) The school's aid administrator may at any time, using professional judgment exercised on a case-by-case basis, reinstate a student back into a satisfactory progress status, in response to an individual student's extenuating circumstances.

(21) The term "full institutional accreditation" shall mean the status of public recognition that an accrediting agency recognized by the U.S. Department of Education grants to an educational institution that meets the agency's established standards and requirements. Institutional accreditation applies to the entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives.

(22) The term "eligible program" for a public or private nonprofit educational institution, shall mean an associate or baccalaureate degree program; at least a two-year program that is acceptable for full credit toward a bachelor's degree, or at least a one-year educational program that leads to a degree or certificate and prepares the student for gainful employment in a recognized occupation. The term "eligible program" for a for-profit or a postsecondary vocational institution shall mean a program which provides at least a 15-week undergraduate program of 600 clock hours, 16 semester hours, or 24 quarter hours. The program may admit students without an associate degree or equivalent. The term "eligible program" for a for-profit or a postsecondary vocational institution may also be a program that provides at least a 10-week program of 300 clock hours, 8 semester hours, or 12 quarter hours. A program in this category must be an undergraduate program that admits only students with an associate degree or equivalent. To be an "eligible program," a program must be encompassed within the institution's accreditation and be an eligible program for purposes of the federal Title IV student financial aid programs.

(23) The three "public sectors of higher education" are the research universities, comprehensive universities, and the community and technical colleges.

(24) A "for-profit institution" is a postsecondary educational institution other than a public or private nonprofit institution which provides training for gainful employment in a recognized profession.

(25) A "postsecondary vocational institution" is a public or private nonprofit institution which provides training for gainful employment in a recognized profession.

(26) The "less-than-half-time pilot project" is defined as follows:

(a) The pilot project is authorized for 2005-2007 in chapter 299, Laws of 2005 and is meant to test the feasibility of providing state need grant awards to students who enroll in four or five credits.

(b) The board shall select up to ten schools to participate in the pilot project.

(c) All rules and guidelines that govern student and school participation in the state need grant program shall apply to pilot project except the following:

(i) The student may enroll for four or five credits per term.

(ii) The grant award is equal to one-quarter of the regular base grant amount.

(iii) Students otherwise enrolled in credit bearing coursework may receive the grant for up to one academic year before being accepted into a program that leads to a degree or certificate.

(27) The term "former foster youth" means a person who is at least eighteen years of age, but no more than twenty-four years of age, who was a dependent of the department of social and health services at the time he or she attained the age of eighteen.

## State Work Study

AMENDATORY SECTION (Amending WSR 94-14-006, filed 6/23/94, effective 7/24/94)

**WAC 250-40-040 Student eligibility and selection.** (1) Eligibility criteria. In order to be eligible for employment under this program the student must:

(a) Demonstrate financial need.

(b) Be enrolled or accepted for enrollment as at least a half-time undergraduate, graduate or professional student or be a student under an established program designed to qualify him or her for enrollment as at least a half-time student at an eligible institution of postsecondary education.

(c) Be capable, in the opinion of the institution, of maintaining good standing in a course of study while employed under the program, and demonstrate satisfactory progress toward degree or certificate completion.

(d) Not be pursuing a degree in theology.

(e) Not owe a refund or repayment on a state or federal financial aid grant program and not be in default on a loan made, insured, or guaranteed under federal and state financial aid loan programs.

(2) Criteria for institutional determination of financial need and the making of awards.

(a) Standard budgetary costs will be determined by the institution subject to approval by the higher education coordinating board.

(b) Total applicant resources shall be determined in accordance with the federal methodology system of need analysis. Institutional financial aid officers may make reasonable adjustments to the computed total applicant resources if individual circumstances warrant such adjustments.

Any adjustments must be documented and placed in the student's financial aid records.

(c) The work-study award shall be designed in such a manner that the sum total of financial aid awarded any one student will not exceed the difference between the total applicant's resources and the budgetary cost of education.

(d) Each institution must have a policy relating to the continuance of aid for students who enroll in but do not complete the number of credit or clock hours required to maintain satisfactory progress toward completion of his or her degree or program objective. The institution must submit its policy to the board annually for approval.

(3) Priorities in placing students.

(a) Provide work opportunities for students who are defined to be residents of the state particularly former foster youth as defined in RCW 28B.92.060. Residents of the state are defined in RCW 28B.15.012 and 28B.15.013 except resident students defined in RCW 28B.15.012 (2)(g);

(b) After consideration of (a) of this subsection, then provide job placements in fields related to each student's academic or vocational pursuits, with an emphasis on off-campus job placements wherever appropriate; and

(c) Whenever appropriate, provide opportunities for off-campus community service placements.

(4) Job placements are encouraged in occupations that meet Washington's economic development goals especially those in international trade and international relations.

AMENDATORY SECTION (Amending WSR 94-14-006, filed 6/23/94, effective 7/24/94)

**WAC 250-40-050 Restrictions on student placement and compensation.** (1) Displacement of employees. Employment of state work-study students may not result in displacement of employed workers or impair existing contracts for services.

(a) State work-study students employed by public institutions of postsecondary education may not fill positions currently or formerly occupied by classified employees.

(b) In cases of governmental employment, state work-study students may fill positions which have been previously occupied but were vacated as a result of implementing previously adopted reduction in force policies in response to employment limitations imposed by federal, state or local governments.

(c) In all other cases, state work-study students may not fill positions which have been occupied by regular employees during the current or prior calendar or fiscal year.

(2) Rate of compensation. All work-study positions shall receive compensation equal to the entry level salary of comparable nonwork-study positions.

Students employed by public postsecondary educational institutions who are filling positions which are comparable to Washington personnel resources board classified positions must be paid entry level Washington personnel resources board wages for the position unless the overall scope and responsibilities of the position indicate a higher level.

Determination of comparability must be made in accordance with state work-study program operational guidelines.

Documentation must be on file at the institution for each position filled by a state work-study student which is deemed by the institution as not comparable to a higher education personnel board position.

(3) Maximum total state work-study compensation. Earnings beyond the student's state work-study eligibility must be reported to the financial aid officer, and resulting adjustments made in the financial aid package in accordance with federal methodology. In the event that a student earns more money from state work-study employment than the institution anticipated when it awarded student financial aid, the excess is to be treated in accordance with the method specified in the state work-study operational guidelines.

(4) State share of student compensation. With the exception of board-approved off campus community service placements, the state share of compensation paid students shall not exceed 80 percent of the student's gross compensation.



In the following cases the state share may be established at 80 percent:

(a) When employed by state supported institutions of postsecondary education at which they are enrolled;

(b) When employed as tutors by the state's common school districts;

(c) When employed in tutorial or other support staff positions by nonprofit adult literacy service providers in the state of Washington who meet guideline criteria for participation; and

(d) When employed in an off-campus community service placement. The state share of compensation paid students employed by all other employers shall not exceed 65 percent of the student's gross compensation.

(5) Employer share of student compensation. The employer shall pay a minimum of 20 percent or 35 percent of the student's gross compensation as specified in subsection (4) (~~above~~) of this section, plus the costs of any employee benefits including all payments due as an employer's contribution under the state workman's compensation laws, federal Social Security laws, and other applicable laws. The federal work-study program cannot be used to provide employer share of student compensation except when used for placement of students in tutorial or other support staff positions with adult literacy service providers in the state of Washington who meet guideline criteria for participation.

(6) Academic credit for state work-study employment. Students may receive academic credit for experience gained through state work-study employment.

(7) Maximum hours reimbursed. Employment of a student in excess of an average of 19 hours per week, or in the case of on-campus graduate assistants an average of 20 hours per week, over the period of enrollment for which the student has received an award or a maximum of 40 hours per week during vacation periods will not be eligible for reimbursement from state funds.

A student may not be concurrently employed in the same position by the state work-study program and the federal work-study program and exceed the 19 hours per week average.

(8) Types of work prohibited. Work performed by a student under the state work-study program shall not be sectarian related and shall not involve any partisan or nonpartisan political activity.

(9) Relationship to formula staffing percentage. Placement of state work-study students in on-campus positions at public postsecondary educational institutions may not result in a level

---

of employment in any budget program in excess of a formula staffing percentage specifically mandated by the legislature.

AMENDATORY SECTION (Amending WSR 93-20-044, filed 9/29/93, effective 10/30/93)

**WAC 250-40-060 Institutional application and allotment procedures.** (1) Application. Institutions shall annually apply for and document campus need for student employment funds.

(2) Institutional reserve of funds. The board shall annually develop a reserve of funds for the body of students at each eligible participating institution. Institutions will be notified of funds available for their students by May 1 of the year prior to the academic year in which awards will be given, or within a reasonable period after the legislative appropriation becomes known, whichever is later. The following steps shall govern the determination and allotment of institutional reserves:

(a) A base funding level, or conditional guarantee, shall be adopted for each institution currently participating in the program. The initial allotment of funds to any one institution shall equal its conditional guarantee. The conditional guarantee will equal the amount of funds initially reserved to the institution for the 1992-93 fiscal year.

(b) Eligible institutions currently not participating in the program shall be continually encouraged to enter the program, and will be funded at a reasonable level.

(c) Each institution shall share proportionally in the event of budget reductions.

(d) Institutions displaying a pattern of fund underutilization shall have their allocations reevaluated and reduced if appropriate.

(e) Funding increases shall be distributed on an objective basis among institutions in a manner which, when combined with federal work-study allocations, furthers a parity of work opportunity among students statewide.

(f) No institution will be awarded funds which, in the institution's judgment or judgment reasonably exercised by the board, will exceed what the institution can adequately administer.

(3) The convening of an advisory committee. The board staff will convene its advisory committee annually in accordance with WAC 250-40-070(~~((+5+))~~) (4) to review program policies and procedures.

(4) Reallotments. If it is determined that an institution is unable to award all of the funds allotted it, the board will reduce its allotment accordingly and will redistribute unutilized funds to other eligible institutions. Reallotments however, shall not increase or decrease an institution's conditional guarantee.



**July 2006**

## **Diversity in Washington Higher Education**

Improving the participation and performance of African American, Latino, American Indian and Asian American students, faculty and staff in Washington's higher education system represents a pivotal element of the statewide strategic master plan.

The attached report follows upon recent discussions of diversity in Washington higher education, including a thorough review by the HECB Advisory Council at its most recent meeting. The report includes a review as well as recommendations for the improvement of diversity in higher education as it pertains to students, faculty and staff and the campus environment.

During the July 27 meeting, the board will be briefed on this draft report. It is expected that the findings and recommendations will be fully reviewed by higher education stakeholders over the next two months, and that the board will take action to adopt the final report during its regular meeting in September.

## **Diversity in Washington Higher Education**

### **Introduction**

In a broad sense, diversity in higher education includes differences in role and mission, coursework and degree programs, graduate and undergraduate study, numbers of students, a mix of two-year and four-year schools, even campus locations. These differences are the foundation of the state higher education system, and are a significant reason why our colleges and universities are among the best in the world.

Diversity among students, faculty and staff is a cornerstone of that system.

**Diversity enriches the educational experience.** We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

**It promotes personal growth – and a healthy society.** Diversity challenges stereotyped preconceptions; it encourages critical thinking and it helps students learn to communicate effectively with people of varied backgrounds.

**It strengthens communities and the workplace.** Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.

**It enhances America's economic competitiveness.** Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.<sup>1</sup>

In addition, public opinion supports the importance of diversity within the higher education system. In a first-ever national poll on diversity in higher education, conducted in 1998 by DYG., Inc., for the Ford Foundation, 91 percent agreed that the global economy makes it more important than ever for all of us to understand people who are different from ourselves. And by a margin of more than three to one, those who had an opinion said that diversity programs in colleges and universities raise, rather than lower, academic standards.

---

<sup>1</sup>American Council on Education (ACE), “On the Importance of Diversity in Higher Education.”

Over the past few years, many of Washington's colleges and universities have implemented multifaceted diversity programs and faculty and staff instruction that are aimed at outreach, recruitment, and retention efforts. While often successful individually, these collective programs fall short of what is needed to ensure commensurate participation and achievement of racial and ethnic minorities in higher education.

Of even greater significance are demographic trends. In Washington state, projections indicate a substantial growth in the minority population in the state – from 22 percent currently to 28 percent in 2020. Longer term, the national forecast sustains that trend. According to the Civil Rights Project at Harvard University, “while only a half century ago the country was nearly 90 percent white, within the next 50 years there will be no racial majority.”

If education gaps remain the same and changes in demographics occur as projected, the state will face a much starker future with a less educated workforce in a rapidly changing world. Ultimately, our standard of living will drop and the state's economy will suffer.

“Today more than ever, higher education stands as the gateway to the kind of society we will become.”

*(Lee C. Bollinger, President, Columbia University)*

## **About this report**

The Higher Education Coordinating Board (HECB) is responsible for monitoring and reporting on the academic success of African American, Hispanic, Asian American, and American Indian students in Washington's statewide system of higher education.

Previous HECB reports showed that individuals from African American, Hispanic, and American Indian backgrounds were not participating – nor were they achieving academically – at rates comparable to statewide averages. This report presents data showing that despite numerous efforts undertaken by the state's colleges and universities, disparities remain.

In the past few years, as the state's public colleges and universities addressed the issue of increasing diversity and assuring student academic successes, they have had the added challenge presented by Initiative 200 (I-200), passed in November 1998 by Washington voters. I-200 essentially nullified affirmative action efforts on public campuses in all areas – from recruitment to retention to graduation. Despite this prohibition, the state's colleges and universities remain committed to increasing diversity and improving student academic achievement. A major part of this effort involves faculty, as they serve as role models, particularly for minority students.

As Washington state continues to implement the *2004 Strategic Master Plan for Higher Education*, taking steps toward eliminating education attainment gaps is critical to reaching the plan's goals: increasing opportunities for students to earn degrees, and responding to the state's economic needs by cultivating a workforce with the knowledge, skills, and education level needed to compete in our increasingly knowledge-based global economy.

This report presents evidence of differences that remain among racial and ethnic groups in indicators of participation and achievement – despite institutional efforts to enhance campus diversity. The report is structured into three main sections: (1) students, (2) faculty and staff, and (3) campus environments.

This report is timely in that it coincides with initial implementation efforts addressed in the strategic master plan. It offers a baseline on indicators that can be reviewed annually to assess progress in closing education attainment gaps. The report takes a statewide focus with an understanding that addressing and increasing diversity is important for all of the state’s colleges and universities.

“These persistent gaps in college participation among whites and minorities tell us that we must be more creative and imaginative in developing strategies and finding additional resources so that more students of color are successful on our campuses. The long-term economic and social well being of this country is connected to closing this gap.”

*William B. Harvey, ACE vice president and director of the Center for Advancement of Racial and Ethnic Equality*

## The challenge

Unfortunately, despite the commitment and individual efforts of many of the state’s colleges and universities, Washington is facing a critical need to address real imbalances in the system – imbalances that will be exacerbated by impending demographic changes.

Diversity within the state’s higher education system does not reflect diversity in society. As a result, even maintaining the status quo while societal demographics change would produce formidable challenges to issues of social justice, social and economic health, and educational excellence.

“The primary question put to institutions regarding diversity still remains, ‘How much diversity do you have?’ A secondary question is, ‘How well are your ‘diversity’ students achieving and how comfortable do they feel in your institution?’ I want us to modify the second question and create a third. We must, of course, get rid of the notion that our diversity students are a subset of our students and replace it with the conviction that our diversity students are all our students. Then we must add the third question, ‘What are you doing educationally with the diversity you’ve got? How are you using it intentionally as an educational resource? And how are these uses benefiting all your students?’

*Edgar F. Beckham, senior fellow at AAC&U and emeritus dean of the college at Wesleyan University; “Diversity at the Crossroads: Mapping Our Work in the Years Ahead.”*

## Opportunity

There is no shortage of research regarding the importance of racial diversity in the college environment. Inclusive education helps students from all racial and ethnic backgrounds learn, increases college retention, and better prepares graduates to become active participants in society.

In addition, more closely aligning college demographics with societal demographics would have a significant impact on the economy.

“If African-American and Latino workers were represented at colleges and universities in the same proportions as their share of 18- to 24-year olds, U.S. wealth would increase by \$231 billion every year, annual tax revenues would increase by \$80 billion, and the proportion of minority families with inadequate incomes would decrease.”

*Anthony P. Carnevale, vice president for public leadership at the Educational Testing Service, January 1999.*



## Recommendations

The following steps aim toward reducing the current imbalance of racial and ethnic diversity in the Washington higher education system and increasing participation and achievement among Hispanic, African American, and American Indian/Alaska Native students.

### Stepping up pre-college efforts

- Establish a pre-college scholarship program – to be administered jointly by the HECB and OSPI – to bring underrepresented students into institutions of higher education during the summer as well as the regular year for meaningful academic experiences, including interaction with college students, faculty, and professional staff members.
- Create additional student outreach programs. In partnership with colleges and universities, build on successful existing pre-college programs – such as GEAR UP – to ensure that junior high and high school students statewide are aware of college opportunities and how to access those opportunities.

*The Early Academic Outreach program in California* has existed for the past several decades. The program has established clear objectives to serve the educational communities near each UC campus and create academically oriented programs which serve the needs of those students who need an ongoing focus on educational access beyond high school graduation.

- Coordinate existing pre-college programs by strengthening the network among colleges and universities to enhance program delivery and reach increasingly more students each year.

### Helping students succeed in college

- Enhance student participation in Washington higher education by emulating successful state, regional and national programs that facilitate greater enrollment and retention of students of color.

*The POSSE Foundation* identifies, recruits, and trains young leaders from urban public high schools and sends them as “Posses” to the country’s top colleges and universities.

*PEOPLE* – which for “Pre-College Enrichment Program for Learning Excellence” – is a Wisconsin program that seeks to increase enrollment and graduation of minority and disadvantaged students from middle school through 12th grade. The program is based on a number of studies that demonstrate that enrollment and graduation rates can be increased by pre-college programs that: (1) encourage students to aspire to opportunities available through higher education, and (2) assist students in developing critical academic skills.

- Intervene continually to monitor the academic performance and progress of students. Establish early warning/intervention programs at the institutional level and consider contractual agreements for student advising.

- Seek and obtain associate status for Washington in the Southern Regional Education Board's Minority Doctoral Scholars Program.
- Support and encourage outreach efforts among graduate and professional educational programs designed to provide information to undergraduates and secondary students. May include the development of clear articulation pathways from high school through degree attainment.

### **Improving faculty diversity**

- Fund visiting professorships between Washington institutions and Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to bring more Hispanic, African American, and American Indian/Alaska Native faculty members onto campuses for a semester or a year-long scholarly experience.
- Create a statewide adjunct faculty program or private sector-outreach effort to bring career professionals – particularly in science, mathematics, engineering, and technology (SMET) fields – onto Washington campuses to teach, counsel, and advise students.
- Implement faculty and staff development programs that would enable existing professionals on campus to enhance their qualifications and take on higher level positions.
- Provide incentive funding for institutions to convert more part-time faculty positions into full-time posts.

### **Promoting systemic change**

- Assure that diversity goals are embedded into the implementation of initiatives proposed in the *2004 Strategic Master Plan for Higher Education*.
- Institutionalize incentives that will make the best teachers available to those students who need them the most. Concentrate particularly on SMET related fields.
- Work with the higher education community to identify or design an “accountability” system in which benchmarks of equity or excellence would be defined for different indicators of student, faculty, and staff outreach, participation, and outcomes. The system would include baseline data and would track the institutions’ progress toward benchmarks.
- Convene a biennial meeting to bring together staff from the state’s public and private institutions of higher education to share ideas, celebrate successes, and provide feedback to the HECB and to one another. Such meetings would help ensure continual progress in providing higher education access and opportunity to Washington residents.

## **Executive Summary**

Improving the participation and performance of African American, Latino, American Indian and Asian American students, faculty and staff in Washington's higher education system represents a pivotal element of the statewide strategic master plan. This report includes current statistics and trend data for student enrollment, retention, and graduation; and provides an overview of some of the diversity related programs and practices that are currently in effect. In addition, the report presents a number of recommendations for advancing programmatic efforts to foster greater equity through enhancing diversity in higher education.

Three fundamental conclusions derive from this report:

- 1) While college enrollment for some American racial and ethnic minority students has begun to rebound following the passage of I-200 in 1998, most of the data reflect areas where the state is merely maintaining the status quo, or worse yet – is losing ground.
- 2) Continual efforts in our colleges and universities are a step in the right direction, but do not address a greater need for systemic change.
- 3) Recommendations for enhancing diversity must address four key areas: stepping up pre-college efforts; helping students succeed in college; improving faculty diversity; and promoting systemic change. In addition, increasing minority participation and achievement will require greater collaboration among stakeholders, shared responsibility for results, and ongoing benchmarks and accountability measures.

Along with extensive research data, the recommendations in this report are based on significant outreach efforts. Over the past few years, the HECB has conducted two comprehensive surveys aimed at gathering information from the state's public and private, two- and four-year colleges and universities about institutional diversity efforts. Some of those outreach and recruitment strategies are highlighted in this report.

The success of any statewide diversity initiative hinges on its collaborative nature. No state-level policy will bear fruit unless it synchronizes with campus-based efforts to improve the quality of higher education for all students. In furtherance of this aim, the HECB has recently convened a series of broad based meetings with institutional educationally and economically disadvantaged student program coordinators – including two this spring.

In June 2006, the HECB Advisory Council met with approximately two dozen stakeholders who are involved with diversity programs and outreach efforts statewide. Those meetings provided key information on current efforts, as well as recommendations for next steps.

Research findings and key data are summarized below.

### **High School-to-College Continuation Rates**

The percentage of some minority groups enrolling in college falls in 1999; begins to increase by 2002:

- In fall 1998, before the passage of I-200, 71 percent of Asian/Pacific Islander, 56 percent of white, 55 percent of African American, 52 percent of American Indian, and 50 percent of Hispanic public high school graduates in the class of 1999 entered postsecondary education.
- In fall 1999, after the passage of I-200, lower percentages of African American (53 percent), American Indian (46 percent), and Hispanic students (46 percent) from the graduating class of 1999, entered postsecondary education; while percentages of Asian/Pacific Islander (72 percent), and white students (56 percent) entered postsecondary education at rates comparable to their earlier levels.
- In fall 2000, the percentages of the class of 2000 graduates enrolling in higher education fell for all racial and ethnic groups.
- By 2002 and 2003, the percentages enrolling in college directly out of high school for all groups had surpassed the 2000 rates – with the exception of American Indians.

### **First-Time-to-College Freshmen**

The percentage of minority students entering college varies among two-year, four-year, public and private schools:

- Comparisons of fall 1998 and fall 1999 enrollments of first-time freshmen seeking a degree or credential show that in the public four-year sector, enrollment dropped for American Indian, African American, and Hispanic students and rose for white and Asian/Pacific Islander students.
- In the public two-year sector, the enrollments of first-time freshmen decreased between fall 1998 and fall 1999 for American Indian and Asian/Pacific Islander students, and increased for African American, Hispanic, and white students.
- In the private four-year sector, the enrollments of first-time freshmen decreased between fall 1998 and fall 1999 for American Indian and Asian/Pacific Islander students; remained essentially the same for African American students; and increased for Hispanic and white students.
- In the two-year private sector, the enrollment for first-time freshmen decreased from 1998 to 1999 for white students and increased for other racial and ethnic groups.

## Undergraduate Enrollment

Enrollment of Hispanic and African American students is lower than the percentage of college-aged state population for both groups:

- In fall 2005, Hispanic students comprised 5.2 percent of the total undergraduate enrollment in the state's colleges and universities. This was considerably lower than their representation in the state's 17-39-year-old population, which was 11.3 percent. The percentages of enrollment for other racial and ethnic groups were similar or higher than their percentages of the population between the ages of 17 and 39.
- However, in the public four-year sector, enrollments of both African American and Hispanic students comprised a lower percentage of the total enrollment than their share of the state's 17-39-year-old population. Furthermore, African American and Hispanic students represent a smaller percentage of total enrollment in the public four-year sector, compared with other sectors.

## Graduate/Professional Enrollment

Minority students are underrepresented in graduate and professional enrollments:

- In most cases, when compared to their representation in the state population between the ages of 17 and 39, minority groups are underrepresented in the graduate and professional enrollments in both public and private four-year institutions.

## Persistence in Community and Technical Colleges

Some minority groups are less likely to complete or maintain progress in two-year degree programs:

- Of the students enrolled in community and technical colleges who intend to pursue a degree, American Indian, African American, and Hispanic students are more likely than Asian/Pacific Islander or white students to become "early leavers;" that is, attend only one quarter and not return within two years' time.
- In this same group of students, American Indian, African American, and Hispanic students are less likely than Asian/Pacific Islander and white students to have made "substantial progress" in their programs (i.e., substantial progress means graduating or attending four or more quarters over a two-year period).

## College Graduation Rates

Some minority groups are less likely to complete degree programs within three years (for two-year programs) or six years (for four-year programs):

- Regardless of sector (public or private, two-year or four-year), American Indian, African American, and Hispanic students are less likely to graduate within 150 percent of the expected time to graduation (for degree or certificate programs) than Asian/Pacific Islander and white students.

## Degrees Awarded

Degree completion for some minority students is lower than their percentage of the state's population:

- Similar to the enrollment situation at the institutions, Hispanic, African American, and American Indian students earn a smaller percentage of degrees than their representation in the population.

## Faculty

The percentage of minority faculty is much smaller than comparable undergraduate enrollment:

- The percentages of racial and ethnic minority faculty are much smaller than the percentages of the same racial and ethnic groups' undergraduate enrollments.

## Senior Academic Staff

The percentage of senior administrators of color is less than the percentage of students of color:

- Senior academic staff are generally promoted from faculty positions and the representation of racial and ethnic minorities in these positions more closely reflects the profile of faculty than the student racial and ethnic profile.

## Students

In Washington, institutions of higher education are sensitive to diversity at every stage of the pipeline. Outreach and recruitment efforts aim toward getting students prepared, admitted, and enrolled. Such programs are typically thought of as targeting students in the K-12 sector. But outreach and recruitment also occurs on community college campuses for students who plan to transfer to four-year institutions, and on four-year campuses for graduate and professional schools. Once students enroll, the focus of support turns to retention, persistence, and graduation. As described below, these efforts are varied and numerous.

Washington's institutions, however, have been operating under the constraints of Initiative 200 (I-200) passed by the citizens of Washington in November 1998. I-200 essentially put an end to affirmative action efforts on public college and university campuses – particularly with respect to admissions practices, but basically in all areas of outreach, recruitment, and retention.<sup>2</sup>

Therefore, while institutions remain committed to enhancing diversity on their campuses, they must assure that they are complying with state law, which has made implementation of strategies to increase diversity somewhat more challenging.

---

<sup>2</sup>Initiative 200 is described in statute (RCW 49.60.400-401) as: The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

## Outreach and Recruitment

In April 2006, the HECB surveyed the public baccalaureate institutions, two-year colleges, and the independent colleges of Washington. The majority of the institutions that responded to the survey enlisted a range of outreach and recruitment strategies to attract a diverse student body. These included financial assistance (81 percent), community-based recruitment (87 percent), and pre-college programs and outreach (84 percent). About 90 percent of the responding institutions indicated that they sponsor outreach programs to high school students with an emphasis on underrepresented student populations, and 68 percent sponsor programs in middle schools.

Students' aspirations and adequate academic preparation are important prerequisites for participation in higher education (Choy 2002). To that end, many of the state's colleges and universities participate in federally-funded pre-collegiate programs – such as GEAR UP and Upward Bound – and also have designed their own outreach and recruitment programs. A few of these programs are described below.

In 2002, the **University of Washington Tacoma** (UWT) partnered with the Metropolitan Development Council, a local non-profit agency, to co-author and co-sponsor a U.S. Department of Education Educational Talent Search TRIO grant. The grant was funded at \$190,000 per year for five years and is housed on the UWT campus. It serves low-income, first-generation and disabled students attending Mt. Tahoma and Lincoln High Schools, plus several middle schools that feed these institutions. A total of 475 middle school, 400 high school and 25 re-entry students were selected to participate in the program in which the partners provide college preparation workshops, tutoring, and summer-bridge activities. One object of the program is that these students will consider enrolling at UWT.

**Heritage University** in Toppenish attracts and nurtures elementary and middle school students – those often considered unlikely to attend college – by participating in community events, such as Native American pow-wows and Mexican-American fiestas. Through a partnership with the Yakima Valley Opportunities Industrialization Center's (OIC) Program and Washington State Migrant Council (WSMC), Heritage also helps students who are seasonal workers obtain a GED and be placed in career positions, military services, postsecondary, or other training programs.

**Central Washington University** (CWU) hosts a number of federally funded pipeline, student preparation, and academic support programs that encourage underrepresented students to attend college and support those who do. Included among these programs are the College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Student Support Services (SSS), and two GEAR UP programs.

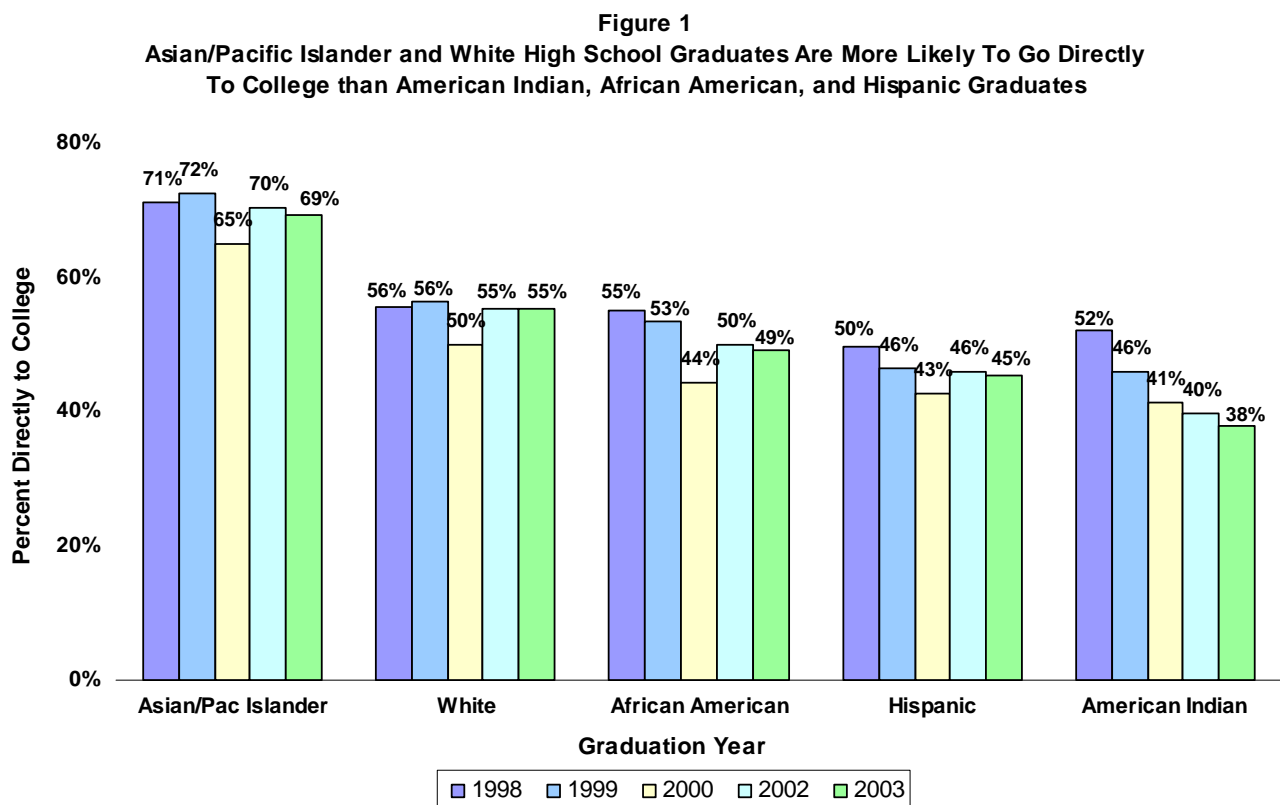
At **Peninsula College**, the TRIO Dissemination Program has increased the racial and ethnic diversity of the campus by focusing recruitment efforts on underrepresented student populations. The program has served as a springboard in the pursuit of other TRIO programs that are successful in extending college opportunity to more diverse student populations.

**Walla Walla Community College** provides outreach to the community by offering a variety of satellite programs that are designed to serve certain populations, including the Spanish speaking. Such programs are currently in place at Garrison Middle School, the Farm Labor Camp, Touchet, Tyson, and WorkSource.

Although these outreach and recruitment programs have taken important steps toward improving diversity and are relatively successful on an individual basis, they fall short when taken as a whole. If these efforts are sufficient, there would be a greater similarity between the numbers of students participating in these programs and the percentage of racial and ethnic groups entering college.

### High School-to-College Continuation Rates

Figure 1 shows the percentages of public school graduates going directly to college for the year before I-200 was implemented, and during the four years subsequent to its passage.<sup>3</sup>



Source: WSU SESRC. Washington State Graduate Follow-up Study (various years).

<sup>3</sup>See Table A2 in Appendix A for more detailed data.



The data appear to show an initial negative impact of I-200 on the high school-to-college continuation rates for American Indian, African American, and Hispanic graduates. The rates continue to fall for the class of 2000; however, in that year, the percentages fell for all students – indicating influential factors other than I-200. By the class of 2002, with the exception of American Indian students, the percentages had rebounded somewhat, but still fell below pre-I-200 levels. It is likely that the recoveries were due, at least in part, to the numerous efforts of the state's institutions of higher education.

For the class of 2003 (the last year for which data are available), the percentages had dropped slightly (about 1 percent) from the prior 2002 levels. Perhaps this small change indicates a leveling effect. Furthermore, it should be noted that in all years presented in the graph, lower percentages of American Indian, African American, and Hispanic high school graduates go directly into higher education – compared to Asian/Pacific Islander and white high school graduates.

## First-Time-To-College Freshmen

An alternative view of the possible negative effects of I-200 would consider changes in the enrollment of first-time freshmen.<sup>4</sup> The data in Table 1 show that there are differences depending on sector (public four-year, public two-year).

**Table 1**

<b>First-Time-In-College Freshmen by Race/Ethnicity &amp; Sector: Fall 1998 and Fall 1999</b>					
	<b><u>American Indian</u></b>	<b><u>Asian/ Pacific Islander</u></b>	<b><u>African American</u></b>	<b><u>Hispanic</u></b>	<b><u>White</u></b>
<b>Public Four-Year</b>					
Fall 1998	214	1,429	308	457	8,103
Fall 1999	172	1,506	246	368	8,217
<b><i>Change: 1998 to 1999</i></b>	<b><i>-42</i></b>	<b><i>77</i></b>	<b><i>-62</i></b>	<b><i>-89</i></b>	<b><i>114</i></b>
<b>Public Two-Year</b>					
Fall 1998	373	1,032	588	838	12,047
Fall 1999	254	986	676	855	12,528
<b><i>Change: 1998 to 1999</i></b>	<b><i>-119</i></b>	<b><i>-46</i></b>	<b><i>88</i></b>	<b><i>17</i></b>	<b><i>481</i></b>
<b>Private Four-Year</b>					
Fall 1998	54	475	126	167	3,862
Fall 1999	48	419	125	200	3,963
<b><i>Change: 1998 to 1999</i></b>	<b><i>-6</i></b>	<b><i>-56</i></b>	<b><i>-1</i></b>	<b><i>33</i></b>	<b><i>101</i></b>
<b>Private Two-Year / Sub-baccalaureate Sectors</b>					
Fall 1998	114	386	364	313	4,238
Fall 1999	122	453	388	325	4,060
<b><i>Change: 1998 to 1999</i></b>	<b><i>8</i></b>	<b><i>67</i></b>	<b><i>24</i></b>	<b><i>12</i></b>	<b><i>-178</i></b>
<i>Notes:</i> Students of “unknown” and “nonresident alien” backgrounds are excluded from the table. Because of the small numbers for some of the racial groups, the findings should be interpreted with caution.					
<i>Source:</i> NCES, IPEDS Fall Enrollment Survey, 1998, 1999. See Table A2 in Appendix A for additional data.					

Given that the restrictions of I-200 were placed on only public institutions, differences among sectors would be expected. However, the pattern of differences seems to indicate that many factors influence student enrollments. In the public four-year sector, there were decreases between fall 1998 and fall 1999 in the number of first-time American Indian, African American, and Hispanic freshmen enrolled.

These decreases appear to validate the assertion of I-200's negative effect on traditionally underrepresented minorities. However, in the public two-year sector, the decreases were experienced by only American Indian and Asian/Pacific Islander groups. Asian/Pacific Islander and American Indian groups also experienced decreases in the private four-year sector. Finally, in the private two-year sector, there was an enrollment decrease for white students only.

<sup>4</sup>These first-time freshmen are defined by IPEDS. The definition excludes those who are not seeking a degree or certificate.

Seven years after the passage of I-200, racial and ethnic group enrollments – with a few exceptions – have exceeded enrollments in fall 1998 (see table A3 in Appendix A for detailed numbers). The increases experienced by minority groups are presumably the result of several factors, including the outreach and retention efforts of the state’s institutions; the increasing enrollment of students from all racial and ethnic groups; and the diminishing effect over time of I-200. Despite the increases and what appears to be a recovery, participation gaps among racial and ethnic groups remain, and under-representation among minority groups continues.

## Enrollment, Persistence, and Graduation

Getting students to enroll in college is a major step. Once enrolled, it is important that schools support students in attaining their academic goals. In some cases, this may mean upgrading knowledge or skills. However, given the goals of the statewide *2004 Strategic Master Plan for Higher Education*, helping those who aspire to a degree or credential attain their goals is particularly important. Research has shown that the path from first enrolling in college to graduation is neither linear nor continuous for many students (Adelman 1999). However, graduation is key, and doing so in a timely manner is important. The investment of time and money that students expend correlates directly with increases in the time it takes to graduate.

Researchers have learned that there are academic and nonacademic factors related to college retention and graduation (Lotkowski et al., 2004). Therefore, to be successful, retention programs must address the social, emotional, financial, and academic needs of students. To that end, many of the state’s colleges and universities are implementing multi-pronged efforts.

Of the institutions responding to the HECB survey on diversity strategies and practices, 65 percent report offering a comprehensive recruitment and retention strategy for underrepresented students. About 55 percent require baccalaureate students to take a specified number of credits in courses that reflect diverse cultures, and 61 percent have reviewed general education requirements to ensure that diversity knowledge and skills are embedded in the curriculum. About 74 percent of responding institutions indicate that they offer academic majors that prepare students to live and work in a diverse society.

Some specific examples of retention efforts are briefly described below:

**Heritage University** serves an undergraduate population that is about 70 percent minority. The school provides a comprehensive package – including such services and strategies as a personalized support system, pre-college ESL and skill-development courses, special programs to recruit and support college access for migrant family students, an academic skills center with extensive hours, free tutoring, peer-tutoring groups, multicultural student clubs, activities on campus for students’ families, small classes and close contact with faculty, a fund providing small emergency loans to students, an on-campus educational childcare program that accepts children from infancy through 12 years of age, and grants providing well-paying research fellowships/ scholarships and opportunities.

**Western Washington University (WWU)** and the **University of Washington Tacoma (UWT)** offer incentives in the form of financial assistance. WWU's Multicultural Achievement Program (MAP) scholarships recognize students with solid academic abilities who have made significant contributions to, and have strong experiences in, multicultural leadership. UWT uses tuition waiver awards that recognize the culture and contributions of renowned Americans of diverse ethnic backgrounds. It prominently displays the essays and photographs of top award recipients, thereby sending a message to enrolled and prospective students about its commitment to diversity.

WWU has realigned campus resources to strengthen retention activities – such as one-to-one advising interventions that provide proactive and personal connections for students at academic risk, and a program that continually assesses the academic trends among Hispanic, African American, and American Indian/Alaska Native students (e.g., persistence and graduation rates).

**The Evergreen State College (TESC)** has collaborated with **Tacoma Community College** and **South Puget Sound Community College** in a retention project called "Critical Moments." The project prepares students, faculty, and administrators to respond proactively to campus and classroom events that involve issues of race. The project complements many existing strategies for improving the campus climate by empowering students to act on behalf of themselves and their communities. For Evergreen, the project contributes to the cultural knowledge of faculty, staff, and students and promotes collaboration between academic and student services.

Many institutions provide for student clubs and support services that focus on retention. **Pacific Lutheran University** has a dedicated student Diversity Center, as well as increased personalized support to its minority students. **Western Washington University's** Associated Students Ethnic Student Center, a student-run organization that houses numerous ethnic student clubs, assists students in transition to the university, provides a sense of community, helps students develop their cultural identity, and supports social justice activities.

**Heritage and St. Martin's Universities** provide curricular opportunities to increase students' knowledge and understanding of diversity. Heritage has two "Heritage Core" courses that integrate experiential learning in cross-cultural communication with academic-success skills. Students gain awareness of their own cultural identity and the norms and values of the cultures within which they live, appreciation for those different from themselves, and an ability to communicate across cultures. St. Martin's University has developed long-term relationships with universities in Japan and China that provide opportunities for student exchange during both the academic year and the summer.

**The University of Puget Sound** will host a Conference on Race and Pedagogy on September 14-16, 2006. The conference will bring together scholars, teachers, and students as well as community partners to discuss the pedagogical implications of race in higher education, particularly but not exclusively in institutions and programs oriented toward a liberal education in the arts and sciences.

Despite these and many other efforts, indicators of persistence show that American Indian, African American, and Hispanic students are less likely to persist and also less likely to graduate in a timely manner, compared to Asian/Pacific Islander and white students.

## Undergraduate Enrollment

Undergraduate enrollment (freshmen through seniors) reflects outreach, recruitment, and retention efforts. As shown in Table 2, when compared to their representation in the state's 17 to 39 year-old population, Hispanics appear to be the more substantially underserved group in the undergraduate student population.

**Table 2**

**Hispanics are the group whose undergraduate enrollment is underrepresented across all sectors, compared to the state's 17-39 year-old population**

**Fall 2005: Percentage of Sector's Undergraduate Enrollment**

	<b>% of Population Ages 17-39</b>	<b>Overall: % of Under- graduate Enrollment</b>	<b>Public Four-Year</b>	<b>Public Two-Year</b>	<b>Private Four- Year</b>	<b>Private Two-Year/ Sub- baccalaureate Sector*</b>
<b>American Indian/Alaska Native</b>	1.6%	1.6%	1.7%	1.6%	1.5%	1.7%
<b>Asian/Pacific Islander</b>	7.6%	8.4%	12.5%	6.8%	8.0%	7.2%
<b>African American</b>	3.9%	4.0%	2.9%	4.5%	3.9%	7.3%
<b>Hispanic/Latino</b>	11.3%	5.2%	4.5%	5.4%	5.3%	5.5%
<b>White</b>	73.0%	65.8%	66.3%	65.1%	67.9%	69.7%
<b>Two or more races</b>	2.6%					
<b>Unknown race/ethnicity</b>		12.9%	9.8%	14.6%	10.3%	8.4%
<b>Nonresident Alien</b>		2.1%	2.3%	2.0%	3.1%	0.2%
						<i>*2004 data</i>
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Notes:*

- IPEDS enrollment numbers do not use the category of "two or more races" which is found in census/population data.
- Enrollments for students from "unknown" and "nonresident alien" racial/ethnic backgrounds are included to indicate their proportions of the overall total. ("Nonresident alien" definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)
- Public two-year data includes Northwest Indian College (a federally funded tribal college).

*Sources:* NCES: IPEDS 2005 Fall Enrollment Survey (2004 used for Private Two-Year / Sub-baccalaureate sector); Office of Financial Management Web site: "2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties," November 2004 (latest update).

Despite these seemingly positive indicators of participation, an examination of the racial and ethnic group distributions within sectors – public four-year, public two-year, private four-year, and private two-year – raises significant questions. For example, African Americans and Hispanics represent a smaller percentage of total enrollment in the public four-year sector, compared to other sectors. Asian/Pacific Islanders are enrolled in the public four-year sector at a higher proportion than their representation in the 17-39-year-old population would indicate. However, the proportion of students who are classified as “unknown” has implications for overall analysis – because the “unknown” percentage is higher than several of the racial groups. Nevertheless, the findings in Table 2 raise concerns about factors that influence enrollment patterns – particularly for Hispanics, African Americans and American Indians.

### Graduate/Professional Enrollment

As shown in Table 3, compared to the 17-39 year-old population, all groups are underrepresented in the overall enrollment data at the graduate/professional level.

**Table 3**

<b>All racial and ethnic groups are underrepresented in graduate and professional enrollments compared to the 17-39 year-old population</b>				
			<b>Fall 2005: Percentage of Sector's Graduate/ Professional Enrollment</b>	
	<b>% of Population Ages 17-39</b>	<b>Overall: % of Graduate/ Professional Enrollment</b>	<b>Public Four-Year</b>	<b>Private Four-Year</b>
<b>American Indian/Alaska Native</b>	1.6%	1.3%	1.3%	1.3%
<b>Asian/Pacific Islander</b>	7.6%	7.3%	7.7%	6.6%
<b>African American</b>	3.9%	2.8%	2.0%	4.0%
<b>Hispanic/Latino</b>	11.3%	3.2%	3.2%	3.2%
<b>White</b>	73.0%	64.8%	63.3%	67.0%
<b>Two or more races</b>	2.6%			
<b>Unknown race/ethnicity</b>		12.1%	10.8%	14.1%
<b>Nonresident Alien</b>		8.5%	11.7%	3.8%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%
<p><i>Notes:</i> IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data. Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)</p> <p><i>Sources:</i> NCES: IPEDS 2005 Fall Enrollment Survey; Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).</p>				

Again, Hispanics (as seen in undergraduate enrollments) show the greatest under-representation (see Table A5 in Appendix A for more details). It appears, however, that institutions are doing somewhat better with the undergraduate enrollments of students of color, compared to graduate and professional enrollments.

### Persistence in Community and Technical Colleges

As indicated previously, college enrollments reflect outreach, recruitment, and retention efforts. Measures of persistence may provide a way to parse out the impact of retention efforts from initial outreach and recruitment efforts. The data in Table 4 show that American Indian, African American, and Hispanic degree-seekers are more likely to be “early leavers” than are Asian/Pacific Islander and white students. Additionally, American Indian, African American, and Hispanic students are less likely to be making “substantial progress” than Asian/Pacific Islander and white students.<sup>5</sup>

**Table 4**

**Community and Technical Colleges: American Indian, African American, and Hispanic students are less likely to persist than Asian/Pacific Islander and white students**

	<u><b>Substantial Progress*</b></u>	<u><b>Early Leavers**</b></u>
<b>Am Indian/Alaska Native</b>	58%	14%
<b>Asian/Pacific Islander</b>	73%	9%
<b>African American</b>	58%	15%
<b>Hispanic/Latino</b>	62%	11%
<b>White</b>	70%	9%

\*“Substantial Progress” includes those who attend four or more quarters – or graduate – over a two-year period.

\*\*“Early Leavers” are those who attend one quarter, and don’t subsequently return within the following two years.

*Notes:* The percentages are based on an average of the years 1999-2003. Data are for full-time students only. The pattern for part-time students of color generally follows the same trend.

*Source:* State Board for Community and Technical Colleges, *Academic Year Report 2004-2005*.

The State Board for Community and Technical Colleges has regularly reported on the progress made by students who enroll with degree plans. Specifically, they define and measure the percentage of these students who make “substantial progress” or are “early leavers.”<sup>6</sup> Students graduating or attending four or more quarters over a two-year period are making “substantial progress.” “Early leavers” are students attending only one quarter and not returning within two years’ time.

<sup>5</sup>The percentages in Table 4 are five-year averages, 1999-2003. These “substantial progress” and “early leaver” percentages are similar in magnitude to prior five-year averages: 1996-2000, 1997-2001, and 1998-2002. See Table A6 in Appendix A for earlier data.

<sup>6</sup>State Board for Community and Technical Colleges also reports on students who make “some progress;” however, this measure was left out of this analysis.

## Transfer Rates

Another measure of persistence is the percentage of transfer-ready students who transfer from community colleges to four-year institutions. The data in Table 5 show that in 2001-2002, the transfer rates to public four-year institutions for those who were transfer-ready were lower for American Indian, African American, and Hispanic students compared to Asian/Pacific Islander and white students.<sup>7</sup>

**Table 5**

<b>Transfers from community colleges to public four-year institutions: Asian/Pacific Islander and white students are more likely to transfer than American Indian, African American, and Hispanic students</b>	
	<b><u>Percent Transferring</u></b>
<b>American Indian/Alaska Native</b>	32%
<b>Asian/Pacific Islander</b>	46%
<b>African American</b>	25%
<b>Hispanic/Latino</b>	36%
<b>White</b>	38%
<i>Notes:</i> The data are for transfer-ready students transferring in 2001-2002 to public institutions. Students transferring to private four-year and out-of-state institutions are not included in these numbers.	
<i>Sources:</i> State Board for Community and Technical College e-mail communication on 1/6/2005.	

Because underrepresented Hispanic, African American and American Indian/Alaska Native students make up a larger percentage of public two-year enrollments than four-year enrollments, increasing their transfer rates appears to be a sensible way to increase the participation of students of color on four-year campuses.

## Graduation Rates

The National Center for Education Statistics, through its Integrated Postsecondary Education Data System (IPEDS), collects data on the amount of time that students take to graduate. For an associate degree, this time is typically three years; for a bachelor's degree, the time is six years. For certificates, the time varies, depending on the type of certificate. Graduation rate data reflect first-time, full-time enrollees who graduate without transferring from the school in which they first enrolled. Given the tendency of many students to move in and out of schools, these data are limited in that they do not capture all students who graduate with a degree or certificate regardless of school. Furthermore, particularly with the public two-year institutions, many

<sup>7</sup> Students are expected to transfer to private four-year institutions and out-of-state institutions as well. However, these data were not available when this report was being prepared. The expectation is that the trends would not change appreciably with the addition of information from private and out-of-state schools.



students transfer to four-year institutions without completing their associate degree programs. Nonetheless, these data allow us to make comparisons among racial and ethnic groups.

The data in Table 6 show that regardless of their sector or level, lower percentages of American Indian, African American, and Hispanic students graduate (obtain a bachelor's degree or certificate) when compared to Asian/Pacific Islander and white students – without transferring – within 150 percent of the expected time to graduation. (See table A7 in Appendix A for detailed numbers.)

**Table 6**

<b>2005 Graduation Rates:</b>				
<b>Percentages represent those degree/certificate-seeking students who graduate within 150% of the normal expected time. Rates are lower for American Indian, African American, and Hispanic students when compared to Asian/Pacific Islander and white students.</b>				
<i><u>Percentage completing within 150% of normal time</u></i>				
	<b><u>Public Four-Year</u></b>	<b><u>Private Four-Year</u></b>	<b><u>Public Two-Year</u></b>	<b><u>Private Two-Year*</u></b>
<b>American Indian/Alaska Native</b>	51.2%	48.8%	20.4%	54.7%
<b>Asian/Pacific Islander</b>	69.5%	65.4%	37.6%	69.3%
<b>African American</b>	47.1%	54.6%	25.2%	59.5%
<b>Hispanic/Latino</b>	56.5%	57.8%	26.0%	60.1%
<b>White</b>	64.6%	68.2%	33.8%	66.6%
<b>Total</b>	<b>64.8%</b>	<b>65.7%</b>	<b>33.1%</b>	<b>65.0%</b>
				<i>*2004 data</i>
<i>Notes:</i> Four-year cohorts seeking a bachelor's degree started in fall 1999, and two-year cohorts seeking an associate degree started in fall 2002. Program length for certificate-seeking students varies. Rates reflect those who initially enroll as full-time first-time freshmen, and who continue and graduate at the same institution where they first enrolled within 150 percent of "normal" time. (Transfer students who graduate are not included in the data). Students from "unknown" and "nonresident alien" racial/ethnic categories are not included.				
<i>Sources:</i> NCES, IPEDS 2005 Graduation Rate Survey (2004 Survey for Private Two-Year).				

However, even the percentages for white and Asian/Pacific Islander students are not as good as they could be. There are many reasons why students take longer than the expected time to graduate. It is important, therefore, to determine which different strategies are needed to effectively address the needs of different students in helping them graduate, and graduate in a timely manner.

## Degrees Awarded

Graduation rates, as reflected in Table 6 (above), look at a cohort of students who enrolled full-time as freshmen, and continued at the same institution – without transferring. This cohort of graduates (as reported in IPEDS) is a subset of the total number who receive degrees in any given year. Therefore, another perspective looks at the number of degrees awarded in a single year, by race/ethnicity. Data reflecting degrees awarded. (Table 7 below) provides information on all students who received bachelors degrees in a given year – whether or not the students were enrolled full-time or part-time as freshmen, without reference to the total number of years that individual students had been enrolled, and without reference to the number of institutions where individual students might have studied.

**Table 7**

**Number and percentage of bachelor's degrees awarded,  
by race/ethnicity: 2004-05**

	<b>Public Four-Year</b>		<b>Private Four-Year</b>	
	<b><u>Number</u></b>	<b><u>Percent</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>
<b>American Indian/Alaska Native</b>	323	1.6%	82	1.1%
<b>Asian/Pacific Islander</b>	2,376	11.5%	621	8.2%
<b>African American</b>	489	2.4%	235	3.1%
<b>Hispanic/ Latino</b>	713	3.4%	293	3.9%
<b>White</b>	14,025	67.8%	5,297	69.9%
<b>Unknown race/ethnicity</b>	2,173	10.4%	780	10.3%
<b>Nonresident Alien</b>	593	2.9%	265	3.5%
<b>Total</b>	<b>20,692</b>		<b>7,573</b>	

*Source:* NCES, Completions Survey 2005 (for academic year 2004-05).

*Notes:* Data for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

The data in Table 7 provide a “snapshot” of bachelor's degrees awarded at public four-year and private four-year institutions in 2004-05; the most recent year for which data are available. The data below are consistent with enrollment data for undergraduates shown in Table 2. White students earn the greatest number of degrees, and also represent most of the total enrollment, followed by Asian/Pacific Islanders. And, consistent with enrollment patterns, more than 10 percent of the students receiving degrees are classified as being of “unknown race/ethnicity.” (See Appendix A, Table A8, for more degree information.)

## Comparison of Population Data and Enrollment/Degree Data

A comparison of population and enrollment/degree data allows a “wide-angle” view of race/ethnicity in higher education. Table 8 shows the current make-up of the 17-39-year-old population, along with data on undergraduate enrollment and bachelor’s degrees granted. Furthermore, the addition of population projections (for ages 17-39) to the year 2020 provides a perspective on which race/ethnic groups are expected to increase.

**Table 8**

<b>Comparison of 17-39-year-old population, undergraduate enrollment, and bachelor’s degrees in Washington</b>				
	<i>CURRENT</i>			<i>PROJECTED</i>
	<b>2004: % of Population <u>Ages 17-39</u></b>	<b>Fall 2005: % of All Under- graduate <u>Enrollment</u></b>	<b>2004-05: % of All Bachelor’s Degrees <u>Awarded</u></b>	<b>2020 Projections: % of Population <u>Ages 17-39</u></b>
<b>American Indian/Alaska Native</b>	1.6%	1.6%	1.4%	1.7%
<b>Asian/Pacific Islander</b>	7.6%	8.4%	10.6%	8.8%
<b>African American</b>	3.9%	4.0%	2.6%	4.2%
<b>Hispanic/Latino</b>	11.3%	5.2%	3.6%	15.0%
<b>White</b>	73.0%	65.8%	68.4%	66.5%
<b>Two or more races</b>	2.6%			3.8%
<b>Unknown race/ethnicity</b>		12.9%	10.4%	
<b>Nonresident Alien</b>		2.1%	3.0%	
<b>Total</b>	100.0%	100.0%	100.0%	100.0%

*Sources:* Population: OFM Web site; Enrollment: IPEDS, Fall Enrollment 2005 (data reflect all public and private institutions: four-year, two-year, etc.); Degrees: IPEDS, Completions 2005 (data reflect public and private four-year institutions that award bachelor’s degrees).

*Notes:* IPEDS data do not use the category of “two or more races” which is found in census/population data. Data for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

Of specific interest are Hispanics, who are currently underrepresented in undergraduate enrollments and bachelor’s degree attainment at four-year institutions (when compared to their representation in the state population). Without intervention it seems likely that this discrepancy may grow – because the Hispanic population is projected to increase significantly over time.

Again, it should be noted that there is not a direct correlation between population data and enrollment/degree data (from IPEDS). In particular, the use of the “unknown” race/ethnic category is not used in census data. Presumably, at least some of those designated as “unknown” would include members of racial and/or ethnic minorities. Nonetheless, the discrepancies between census representation and higher education participation (for those with specific race/ethnic coding) is indicative of the under-representation of several groups.

## **Faculty**

Faculty members provide the most significant support for individual student participation and achievement. On a more global level, they can enhance the campus environment that students experience. Their interactions with students determine, to a large degree, how students perceive their college experience. Students’ perceptions affect their behaviors and academic outcomes, and the presence or absence of Hispanic, African American, and American Indian/Alaska Native faculty affects students’ perceptions.

Most institutions responding to the HECB survey indicate they have a campus-wide plan for the recruitment and retention of faculty (58 percent) and staff (55 percent) of underrepresented population groups. However, only 23 percent use salary incentive packages to recruit and retain faculty and staff of color, and 32 percent host research centers on multiculturalism/diversity to facilitate faculty research and/or teaching.

The data in Table 9 show that regardless of sector, the percentage of Hispanic, African American, and American Indian/Alaska Native faculty is less than the percentage of students of color (see Tables 2 and 3 for enrollment data on students of color).

**Table 9**  
**Faculty members by race: Fall 2005**

	<b><u>Public Four-Year</u></b>	<b><u>Private Four-Year</u></b>	<b><u>Public Two-Year</u></b>
<b>American Indian/Alaska Native</b>	0.8%	0.7%	1.6%
<b>Asian/Pacific Islander</b>	7.1%	5.7%	4.4%
<b>African American</b>	1.5%	3.2%	2.7%
<b>Hispanic/Latino</b>	2.3%	2.4%	2.9%
<b>White</b>	73.2%	81.4%	87.6%
<b>Unknown race/ethnicity</b>	6.7%	6.0%	0.7%
<b>Nonresident Alien</b>	8.4%	0.6%	0.1%
<b>Total</b>	100.0%	100.0%	100.0%

*Notes:* Data reflect full- and part-time faculty. “Nonresident alien” definition (as used in IPEDS): A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Private two-year data are not included due to small numbers. See Table 2 for data related to undergraduate enrollments. See Appendix Table A8 for additional faculty information.

*Source:* NCES IPEDS – 2005 Fall Staff Survey.

And, similar to enrollment statistics in the earlier tables, the percentage of students whose race/ethnicity is “unknown” (as reported in IPEDS) accounts for about six percent of faculty at four-year institutions – which is higher than several of the race/ethnicity categories. Nonetheless, based on available data for those faculty members who are identified with a specific race/ethnicity, the faculty do not reflect the race/ethnicity proportions seen in the student population. (For additional detail on faculty, see Table A9 in Appendix A.)

Institutions acknowledge the important function that faculty and staff fill as role models and student advisors. This has always been one of the major reasons why schools seek to increase the racial and ethnic diversity of their faculty and staff. However, institutions know that having Hispanic, African American, and American Indian/Alaska Native faculty and staff is not the only way to increase the participation and achievement of students of color. Furthermore, as evidenced by the percentages of Hispanic, African American, and American Indian/Alaska Native faculty present on Washington campuses, recruiting and retaining Hispanic, African American, and American Indian/Alaska Native faculty is a major challenge. Many of the colleges and universities, in addition to targeted recruitment and retention efforts, have focused their efforts on the professional development of all faculty and staff in terms of understanding how to effectively work with students of color. Some of these efforts are described below.

**Washington State University** College of Education's Cluster Hiring project is in the first stages of hiring five faculty members in the area of multicultural education. This "cluster" of faculty, headed by a senior professor, will anchor a supportive network and advance diversity within the college.

**The Evergreen State College** has sponsored Faculty Summer Institutes since 1995 to enhance the capacity of faculty to understand and work with diverse groups of people. The goals of these institutes are to study how faculty deal with issues of race in class, make the classroom more inclusive, and ensure that the academic work is relevant to a diverse student body. Between 26 and 52 percent of the faculty participate in the institutes each summer. Evergreen also offers workshops during its annual fall faculty retreat. The 2004 workshops resulted in recommendations from the Diversity Group (comprised of deans, faculty, and staff) that the president appoint a group to oversee the coordination of all campus activities related to promoting diversity.

### **Senior Academic Staff**

Senior academic staff provide the academic leadership of an institution. Generally, administrators are promoted from the faculty ranks. Administrators are critical players in a number of decisions that affect the campus environment. While direct interactions with students may be limited, administrators work closely with faculty committees and typically have the final say on key decisions – such as faculty hiring, tenure and promotion decisions, new program development, and substantive changes to courses and/or curriculum.

The data in Table 10 indicate that the percentage of Hispanic, African American, and American Indian/Alaska Native senior administrators is less than the percentage of students of color (see Tables 2 and 3 for enrollment data on students of color) and more closely reflect the distribution of faculty. However, in aggregate, the representation of American Indians and African Americans in the administrative ranks is somewhat higher than in the faculty ranks.

**Table 10**  
**The percentage of Hispanic, African American, and American Indian/Alaska Native**  
**senior administrators: Spring 2006**

	<u>American Indian</u>	<u>Asian/ Pacific Islander</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Male</u>	<u>Female</u>
Campus CEO <sup>8</sup> (President/ Chancellor)	-	3%	7%	3%	87%	72%	28%
Executive Vice President <sup>9</sup>	-	5%	5%	2%	88%	58%	42%
Academic Officers, Directors and Deans (total/summary data for all positions)	3%	5%	5%	3%	85%	48%	52%

*Source:* HECB Survey May 2006.

## Campus Environment

The environment that students inhabit plays an important role in encouraging participation and fostering academic success – or lack of success, in higher education. As mentioned above, faculty and senior academic staff are a major factor in engendering a hospitable and supportive campus environment. To some extent, different campuses face different challenges in assuring a comfortable and supportive campus climate. These challenges include the communities within which the campuses reside, as well as the Hispanic, African American, and American Indian/Alaska Native students that enroll. The efforts that institutions make to meet these challenges range from leadership by high-level administrators, to curricular offerings, to campus-wide social and academic events.

The majority of colleges and universities report institutional support for diversity goals on campus, and 94 percent of institutions assign key administrative positions to addressing diversity goals. About 77 percent of responding institutions include progress in meeting diversity goals as an accountability measure and 68 percent evaluate university leaders based on achievement of campus goals for inclusion and engagement.

Most of the institutions responding to the HECB survey indicated that speaker forums and similar campus activities are some of the more successful strategies in nurturing an understanding and acceptance of diversity. **Western Washington University** has a Diversity Fund to support programs, forums, videoconferences, cultural presentations, and workshops designed to engender sensitivity and understanding of issues affecting ethnic

<sup>8</sup>Principal administrative official responsible for the direction of all operations of a campus or an institution of higher education (Chief Campus Officer in a system) (CUPA-HR 2005-06 Administrative Compensation Survey Position Descriptions).

<sup>9</sup>Principal administrative official, in lieu of the Chief Executive Officer, responsible for the direction of all operations of an institution of higher education. Reports to the Chief Executive Officer (CUPA-HR 2005-06 Administrative Compensation Survey Position Descriptions).

minority faculty, staff, students, and the institution as a whole. **Central Washington University's** Diversity Education Center sponsors or promotes speakers, open discussions, and activities that explore diversity issues. The Center's goal is to serve as a model of inclusiveness.

**The Evergreen State College** sponsors a Diversity Lecture/Seminar Series. With race as its focus, the series objectives include modeling an inclusive and empowered learning community, providing academic speakers and curriculum-support materials that faculty can use in their academic programs, and supporting faculty development through the cultivation of a faculty reflective writing group that explores the process of teaching about racism and other topics dealing with social injustice. Participating faculty continue to meet periodically to reflect, write, and discuss their related classroom experiences, as well as their personal and professional development efforts.

**Central Washington University's** Diversity Council is a standing committee of the university that works through 11 commissions focusing on issues specific to particular groups. The long-term goals of this council are to nurture recognition and respect for diversity, achieve excellence and quality through diversity, and address diversity issues that arise on campus. The council submits an annual report to the president that includes recommendations for action. The president takes action on recommendations and follows up with updates on progress.

**Washington State University** created a new position of "Vice Provost for Equity and Diversity" in fall 2004 that is charged with developing and implementing a strategic diversity plan for the university system. A complementary program at WSU is the Diversity Benchmarking Project, in which a team of faculty, students, and administrators in collaboration with the University of Southern California's Center for Urban Education is developing an "equity scorecard" related to educational outcomes for underrepresented students.

**St. Martin's University** recently initiated an all-campus Diversity and Equity Team to provide ongoing assessment and recommendations to the college on diversity and equity issues.

The **University of Washington Tacoma** has established collaborative partnerships with its external community, including such organizations as Centro Latino, the Urban League, and the Metropolitan Development Council – all of which serve underrepresented members of the community. UWT works with these organizations to help those it serves access higher education opportunities, and supports these organizations through volunteer service for their events and activities, and/or through use of campus facilities for these events. This has provided opportunities to promote the institution as a positive, accessible choice for higher education.

**Seattle Pacific University** has developed numerous partnerships, particularly with ethnic churches.



## Conclusion

Judging from the examples provided by institutions on their most successful strategies, there is no dearth of individual and institutional commitment to enhancing diversity on Washington's college and university campuses. The negative effects of I-200 in the year following its passage appears to have diminished to some extent. However, research illustrates unacceptably high participation and achievement gaps among racial and ethnic groups.

### According to the data in this report:

- The percentage of some minority groups enrolling in college fell in 1999; however in 2002 and 2003, the percentages enrolling in college directly out of high school had surpassed the 2000 rates for all groups except American Indians.
- The percentage of minority students entering college varies in the two-year and four-year systems, and between the public and private institutions.
- The percentage of Hispanic and African American students enrolled in college is lower than the percentage of the college-aged state population for both groups.
- Minority students are under-represented in graduate and professional enrollments.
- Some minority groups are less likely to complete or maintain progress in two-year degree programs.
- Some minority groups are less likely to complete degree programs within three years (for two-year programs) or six years (for four-year programs).
- Degree completion for some minority groups is lower than the college-aged population of those groups.
- The percentage of minority faculty is much smaller than the comparable undergraduate enrollment.
- The percentage of senior administrators of color is less than the percentage of students of color.

Despite ongoing diversity programs and outreach activities, differences remain. Certainly, without these many efforts, the disparities among racial and ethnic groups would likely be even greater. Nonetheless, Washington's higher education system can – and must – do a better job of ensuring equality of opportunity and achievement. This effort is particularly important given the state's changing demographics.

If the state's higher education system does not eliminate these disparities in participation and achievement, many of Washington's postsecondary students will not enjoy the quality of life that accrues with higher levels of educational achievement. Many will be deprived of a richly diverse intellectual and social environment.

On a societal scale, the divisiveness of unequal opportunity will hamper the spirit of possibility that is fostered by higher education. And perhaps most importantly, Washington state will not be well positioned to meet the needs of a vital and global economy.

Today, state efforts must consider the legal environment in which Washington's colleges and universities operate. The passage of Initiative 200 in 1998 affected every facet of affirmative action efforts in higher education – from outreach to graduation.<sup>10</sup> At the time, then-University of Washington President Richard McCormick told the Association of American Colleges and Universities, "We have failed to make our schools good enough and we have failed to ensure truly equal opportunities for our minority citizens. Affirmative action was a way around those failures – a useful and even indispensable path for many. But now that detour is closing, and together we must finally get serious about building a better road."

In 2003, the U.S. Supreme Court's decisions in *Grutter* and *Gratz* versus *Bollinger* appeared to give back to states such as Washington the ability to consider race and ethnicity in admissions decisions, while denying schools that utilized numerical point systems the ability to continue to do so (Coleman et al. 2004).

What came out of these Supreme Court decisions, however, was more far-reaching than admissions policies. Indeed, anti-affirmative action organizations have become ever more vigilant about higher education policies and practices that involve race, ethnicity, and gender (Selingo 1/14/05). The threat of lawsuits hangs over both public and private institutions. In fact, Selingo indicated that many institutions – including Carnegie Mellon, Harvard and Yale Universities – have already opened "a wide range of what were once exclusively minority scholarships and programs to students of any race."

"Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it."

*ACE, "On the Importance of Diversity in Higher Education"*

---

<sup>10</sup>I-200 is described in statute (RCW 49.60.400-401) as: The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

## References

The data used in this report are derived from several sources. Published data were obtained from publications and websites of Washington's Office of Financial Management (OFM), Washington's Office of the Superintendent of Public Instruction (OSPI), Washington's State Board for Community and Technical Colleges (SBCTC), the U.S. Census Bureau, institutions of higher education in Washington state, and the U.S. Department of Education's National Center for Education Statistics (NCES). Data provided by NCES are taken from the annual federal survey of higher education institutions – this survey is known as IPEDS (Integrated Postsecondary Education Data System).

Unpublished data were provided directly to the HECB by the State Board for Community and Technical Colleges. Finally, the HECB surveyed higher education institutions about their policies and strategies for enhancing diversity on their campuses in December 2004 and again in May 2006.

Adelman, Clifford. (June 1999). *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, D.C.: Office of Education Research and Improvement, U.S. Department of Education.

Choy, Susan P. (2002). *Access & Persistence: Findings from 10 Years of Longitudinal Research on Students*. Washington, DC: American Council on Education, Center for Policy Analysis.

Coleman, Arthur L, Palmer, Scott R., Holland & Knight LLP. (2004). *Diversity in Higher Education: A Strategic Planning and Policy Manual Regarding Federal Law in Admissions, Financial Aid, and Outreach*. NY: The College Board.

HECB. (2005). *2004 Strategic Master Plan for Higher Education*. Olympia, WA: HECB.

HECB. (May 2001). *Postsecondary Opportunity and Achievement in Washington*. Olympia, WA: HECB.

HECB. (December 1999). *Diversity and Participation of People of Color in Higher Education: 1999 Report*. Olympia, WA: HECB.

Lotkowski, Veronica A., Robbins, Steven B., Noeth, Richard J. (2004). *The Role of Academic and Non-Academic Factors in Improving College Retention*. ACT Policy Report. Iowa City, IA: ACT, Inc.

Selingo, Jeffrey. (January 14, 2005). *Michigan: Who Really Won?* *The Chronicle of Higher Education*, pages A21-A23.

Smith, Daryl G. (1997). *Diversity Works: The Emerging Picture of How Students Benefit*. Association of American Colleges and Universities (AAC&U).

## **Appendix A**

### **Detailed Data Tables**

**Table A1: Total state population by ethnicity/race**

**Table A2: Number and percentage of Washington public high school graduates going directly to college by race/ethnicity**

**Table A3: First-time-in-college freshmen by race/ethnicity and sector**

**Table A4: 2004 population ages 17-39, and fall 2005 undergraduate enrollment**

**Table A5: 2004 population ages 17-39, and fall 2005 graduate/professional enrollment**

**Table A6: Community/Technical Colleges: Percentage of full-time students making “substantial progress” and percentage of “early leavers”**

**Table A7: Number in cohort and number of completers within 150% of normal time**

**Table A8: Degrees awarded in Washington by race/ethnicity: 2004-05**

**Table A9: Number and percentage of faculty by race/ethnicity: two selected years**

**Table A1**  
**Total state population by ethnicity/race**

	<b><u>2004 Actuals</u></b>		<b><u>2010 Projections</u></b>		<b><u>2020 Projections</u></b>	
	<b><u>Number</u></b>	<b><u>%</u></b>	<b><u>Number</u></b>	<b><u>%</u></b>	<b><u>Number</u></b>	<b><u>%</u></b>
<b>Non-Hispanic</b>						
<b>American Indian/Alaska Native</b>	91,053	1.5%	97,998	1.4%	110,433	1.5%
<b>Asian/Pacific Islander</b>	383,939	6.2%	506,112	7.4%	658,019	8.5%
<b>African American</b>	200,866	3.3%	231,110	3.4%	264,889	3.4%
<b>White</b>	4,808,975	78.0%	5,123,716	75.2%	5,540,999	71.7%
<b>Two or More Races</b>	165,322	2.7%	201,254	3.0%	279,143	3.6%
<b>Hispanic, Any Race</b>	517,645	8.4%	651,0275	9.6%	871,896	11.3%
<b>Total</b>	6,167,800	100%	6,811,217	100%	7,725,379	100%
<i>Percentage Minority (all except "White")</i>		22%		25%		28%

*Notes:* The racial/ethnic groups are mutually exclusive.

*Source:* Office of Financial Management Data for 2004 retrieved from [http://www.ofm.wa.gov/pop/race/2004%20race\\_estimates.xls](http://www.ofm.wa.gov/pop/race/2004%20race_estimates.xls). Data for 2010 and 2020 retrieved from <http://www.ofm.wa.gov/pop/race/projections>, March 2006.

**Table A2**  
**Number and percentage of Washington public high school graduates going directly to college by race/ethnicity**

	<b><u>Graduation Cohort</u></b>											
	<b>1998</b>		<b>1999</b>		<b>2000</b>		<b>2001</b>		<b>2002</b>		<b>2003</b>	
	<b><u>Number of</u></b>	<b><u>% to</u></b>	<b><u>Number of</u></b>	<b><u>% to</u></b>	<b><u>Number of</u></b>	<b><u>% to</u></b>	<b><u>Number of</u></b>	<b><u>% to</u></b>	<b><u>Number of</u></b>	<b><u>% to</u></b>	<b><u>Number of</u></b>	<b><u>% to</u></b>
	<b><u>Graduates</u></b>	<b><u>College</u></b>	<b><u>Graduates</u></b>	<b><u>College</u></b>	<b><u>Graduates</u></b>	<b><u>College</u></b>	<b><u>Graduates</u></b>	<b><u>College</u></b>	<b><u>Graduates</u></b>	<b><u>College</u></b>	<b><u>Graduates</u></b>	<b><u>College</u></b>
<b>American Indian/ Alaska Native</b>	527	52.2%	543	45.9%	647	41.4%	689	41.1%	782	39.8%	798	37.8%
<b>Asian/ Pacific Islander</b>	2,511	71.1%	2,549	72.5%	3,158	65.0%	3,068	68.7%	3,521	70.2%	3,881	69.1%
<b>African American</b>	811	55.0%	791	53.4%	1,096	44.3%	1,167	47.9%	1,337	50.0%	1,542	49.1%
<b>Hispanic/Latino</b>	1,461	49.8%	1,419	46.4%	1,742	42.7%	1,971	42.4%	2,405	45.8%	2,663	45.5%
<b>White</b>	26,494	55.7%	24,413	56.5%	30,015	49.8%	29,133	54.6%	32,639	55.3%	33,272	55.2%
<b>Total</b>	31,804	56.5%	29,715	57.1%	36,658	50.5%	36,028	54.7%	40,684	55.5%	42,156	55.3%

*Source:* SESRC (various years). Washington State Graduate Follow-up Study: All graduates, first year after graduation, statewide results. Olympia, WA: OSPI.

**Table A3**  
**First-time-in-college freshmen by race/ethnicity and sector**

	<b>Public Four-Year</b>				
	<b>American Indian</b>	<b>Asian/ Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Fall 1998	214	1,429	308	457	8,103
Fall 1999	172	1,506	246	368	8,217
Fall 2003	189	1,955	319	595	9,138
Fall 2005	223	2,091	400	714	9595

	<b>Public Two-Year</b>				
	<b>American Indian</b>	<b>Asian/ Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Fall 1998	373	1,032	588	838	12,047
Fall 1999	254	986	676	855	12,528
Fall 2003	360	1,270	848	1,177	13,736
Fall 2005	261	1,006	731	1,117	11,822

*Note:* Enrollments overall at public two-year have declined in the past two years.

	<b>Private Four-Year</b>				
	<b>American Indian</b>	<b>Asian/ Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Fall 1998	54	475	126	167	3,862
Fall 1999	48	419	125	200	3,963
Fall 2003	124	547	236	386	5,167
Fall 2005	107	580	251	404	4,977

	<b>Private Two-Year and less than Two-Year</b>				
	<b>American Indian</b>	<b>Asian/ Pacific Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>
Fall 1998	114	386	364	313	4,238
Fall 1999	122	453	388	325	4,060
Fall 2003	123	463	496	286	3,584
Fall 2004*	74	445	448	282	3,548

\* Latest available data.

*Note:* Students of “unknown” and “nonresident alien” backgrounds are excluded from the table. Because of the small numbers for some of the racial groups, the findings should be interpreted with caution.

*Source:* NCES, IPEDS Fall Enrollment Survey, 1998, 1999, 2003, 2004, 2005.

**Table A4**  
**2004 population ages 17-39, and fall 2005 undergraduate enrollment**

<u>Racial/Ethnic Group</u>	<u>Population Ages 17-39</u>	<u>2005 Total Undergraduate Enrollment</u>	<u>Undergraduate Enrollment by Sector</u>			
			<u>Public Four-Year</u>	<u>Public Two-Year</u>	<u>Private Four-Year</u>	<u>Private Two-Year and Less than Two-Year *</u>
American Indian/Alaska Native	32,340	5,190	1,438	3,066	548	138
Asian/Pacific Islander	150,294	27,252	10,787	12,890	3,000	575
African American	77,087	13,039	2,503	8,510	1,445	581
Hispanic/Latino	223,564	16,670	3,884	10,365	1,984	437
White	1,450,223	212,464	57,308	124,154	25,420	5,582
Two or More Races	52,838					
Unknown race/ethnicity		41,241	8,578	28,098	3,885	680
Nonresident Alien		6,879	1,952	3,762	1,147	18
<b>Total</b>	<b>1,986,346</b>	<b>322,735</b>	<b>86,450</b>	<b>190,845</b>	<b>37,429</b>	<b>8,011</b>

\* 2004 data

*Notes.*

- IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data.
- Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)
- Public two-year data includes Northwest Indian College (federally funded tribal college).

*Sources:* NCES: IPEDS 2005 Fall Enrollment Survey (2004 used for private two-year and less than two-year); Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).



**Table A5**  
**2004 population ages 17-39, and fall 2005 graduate/professional enrollment**

	<b><u>2004 Population Ages 17-39</u></b>	<b><u>Total Graduate/ Professional Enrollment</u></b>	<b><u>Graduate/Professional Enrollment by Sector</u></b>	
			<b><u>Public Four-Year</u></b>	<b><u>Private Four-Year</u></b>
<b>American Indian/Alaska Native</b>	32,340	435	260	175
<b>Asian/Pacific Islander</b>	150,294	2,427	1,540	887
<b>African American</b>	77,087	941	395	546
<b>Hispanic/Latino</b>	223,564	1,080	645	435
<b>White</b>	1,450,223	21,640	12,587	9,053
<b>Two or More Races</b>	52,838			
<b>Unknown race/ethnicity</b>		4,040	2,126	1,914
<b>Nonresident Alien</b>		2,841	2,330	511
<b>Total</b>	1,986,346	33,404	19,883	13,521

*Notes:*

- IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data.
- Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

*Sources:* NCES: IPEDS 2005 Fall Enrollment Survey; Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

**Table A6**  
**Community / Technical Colleges: Percentage of full-time  
 students making “substantial progress” and percentage of “early leavers”**

	Average 1996-2000		Average 1997-2001		Average 1998-2002		Average 1999-2003	
	<u>Substantial Progress</u>	<u>Early Leavers</u>	<u>Substantial Progress</u>	<u>Early Leavers</u>	<u>Substantial Progress</u>	<u>Early Leavers</u>	<u>Substantial Progress</u>	<u>Early Leavers</u>
<b>American Indian/ Alaska Native</b>	59%	12%	58%	13%	59%	14%	58%	14%
<b>Asian/ Pacific Islander</b>	71%	9%	71%	9%	72%	9%	73%	9%
<b>African American</b>	56%	15%	57%	15%	58%	15%	58%	15%
<b>Hispanic/Latino</b>	62%	11%	61%	11%	62%	11%	62%	11%
<b>White</b>	69%	9%	69%	9%	69%	9%	70%	9%

*Note:* Percentages reflect students who are seeking associate degrees at community colleges, or who enroll in professional/technical programs at technical colleges.

*Source:* State Board for Community and Technical College Academic Year Reports (various years).

**Table A7**  
**Number in cohort and number of completers within 150% of normal time**

	<b>Public Four-Year</b>		<b>Private Four-Year</b>		<b>Public Two-Year</b>		<b>Private Two-Year</b>	
	<b><u># in Cohort</u></b>	<b><u># Completers</u></b>	<b><u># in Cohort</u></b>	<b><u># Completers</u></b>	<b><u># in Cohort</u></b>	<b><u># Completers</u></b>	<b><u># in Cohort</u></b>	<b><u># Completers</u></b>
<b>American Indian/Alaska Native</b>	172	88	41	20	255	52	106	58
<b>Asian/Pacific Islander</b>	1,497	1,040	379	248	876	329	336	233
<b>African American</b>	244	115	108	59	469	118	484	288
<b>Hispanic/Latino</b>	372	210	161	93	810	211	293	176
<b>White</b>	8,127	5,251	3,706	2,528	8,980	3,038	2,485	1,655
<b>Total</b>	10,412	6,704	4,395	2,948	11,390	3,748	3,704	2,417

*Notes.* Four-year cohorts seeking a bachelor's degree started in fall 1999, and two-year cohorts seeking an associate's degree started in fall 2002. Program length for certificate-seeking students varies. Rates reflect those who initially enroll as full-time first-time freshmen, and who continue and graduate at the same institution where they first enrolled within 150% of "normal" time. (Transfer students who graduate are not included in the data). Students from "unknown" and "nonresident alien" racial/ethnic categories are not included.

*Sources.* NCES, IPEDS 2005 Graduation Rate Survey (2004 Survey for Private Two-Year).

**Table A8**  
**Degrees awarded in Washington by race/ethnicity:**  
**2004-05**

	<u>Associate Degrees</u>		<u>Bachelors Degrees</u>		<u>Masters Degrees</u>		<u>Doctoral Degrees</u>		<u>Professional Degrees</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<b>American Indian/ Alaska Native</b>	361	1.6%	405	1.4%	111	1.3%	7	0.9%	17	1.2%
<b>Asian/Pacific Islander</b>	1,651	7.4%	2,997	10.6%	546	6.2%	48	6.1%	161	11.7%
<b>African American</b>	759	3.4%	724	2.6%	228	2.6%	12	1.5%	40	2.9%
<b>Hispanic/Latino</b>	1,156	5.2%	1,006	3.6%	287	3.3%	23	2.9%	43	3.1%
<b>White</b>	15,888	71.1%	19,322	68.4%	5,748	65.5%	425	53.6%	988	72.0%
<b>Unknown race/ethnicity</b>	1,586	7.1%	2,953	10.4%	1,172	13.4%	67	8.4%	97	7.1%
<b>Nonresident Alien</b>	937	4.2%	858	3.0%	682	7.8%	211	26.6%	27	2.0%
<b>Total</b>	22,338		28,265		8,774		793		1,373	

*Notes:* Data reflect degrees awarded by all institutions in Washington state, both public and private. Therefore, associate degree data include awards at community/technical colleges, as well as some associate degrees awarded by private two-year and four-year institutions.

*Source:* IPEDS, Completions Survey 2004-05.

**Table A9**  
**Number and percentage of faculty by race/ethnicity: two selected years**

<b><u>Fall 2005</u></b>	<b><u>Public</u></b>		<b><u>Private</u></b>		<b><u>Public</u></b>	
	<b><u>Four -Year</u></b>		<b><u>Four-Year</u></b>		<b><u>Two-Year</u></b>	
	<b><u>Number</u></b>	<b><u>Percent</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>
<b>American Indian/Alaska Native</b>	76	0.8%	41	0.7%	170	1.6%
<b>Asian/Pacific Islander</b>	638	7.1%	327	5.7%	466	4.4%
<b>African American</b>	131	1.5%	185	3.2%	283	2.7%
<b>Hispanic/Latino</b>	211	2.3%	136	2.4%	307	2.9%
<b>White</b>	6,573	73.2%	4,664	81.4%	9,236	87.6%
<b>Unknown race/ethnicity</b>	602	6.7%	342	6.0%	79	0.7%
<b>Nonresident Alien</b>	757	8.4%	32	0.6%	8	0.1%
<b>Total</b>	8,988		5,727		10,549	

<b><u>Fall 1995</u></b>	<b><u>Public</u></b>		<b><u>Private</u></b>		<b><u>Public</u></b>	
	<b><u>Four -Year</u></b>		<b><u>Four-Year</u></b>		<b><u>Two-Year</u></b>	
	<b><u>Number</u></b>	<b><u>Percent</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>	<b><u>Number</u></b>	<b><u>Percent</u></b>
<b>American Indian/Alaska Native</b>	40	0.6%	19	0.5%	113	1.2%
<b>Asian/Pacific Islander</b>	364	5.1%	129	3.6%	291	3.0%
<b>African American</b>	111	1.6%	60	1.7%	172	1.8%
<b>Hispanic/Latino</b>	99	1.4%	44	1.2%	240	2.5%
<b>White</b>	6,035	85.4%	3,271	91.9%	8,739	91.3%
<b>Unknown race/ethnicity</b>	109	1.5%	33	0.9%	8	0.1%
<b>Nonresident Alien</b>	312	4.4%	4	0.1%	5	0.1%
<b>Total</b>	7,070		3,560		9,568	

*Notes:* Data reflect full- and part-time faculty. “Public two-year” includes Northwest Indian College (federally funded). “Nonresident alien” definition (as used in IPEDS): A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Private two-year data are not included due to small numbers.

*Source:* NCES IPEDS – Fall Staff Surveys.

## **Appendix B**

### **Pre-College Programs**

- **Federal Programs: GEAR UP and TRIO**
- **Washington Education Foundation Programs**
- **The HERO (Higher Education Readiness Opportunity) Initiative**

## Pre-college programs

Federal programs that are designated to serve low-income and minority students in Washington have provided limited, but valuable, services to those students. GEAR UP programs serve about 21,000 students from grades 7 through 12. TRIO's Talent Search program serves 4,300 students and Upward Bound, 885 students. WEF's Achievers Program has provided services and scholarships to 2,415 students with a goal of 5,000 students over ten years.

### Federal programs (GEAR UP and TRIO)

Type of Program	City	Dollars
Central Washington University GEAR UP Partnership	Ellensburg	\$ 796,000
Yakima School District No. 7 GEAR UP Partnership	Yakima	\$1,279,598
Eastern Washington University GEAR UP Partnership	Cheney	\$ 400,262
University of Washington GEAR UP Partnership	Seattle	\$2,176,608
Central Washington University GEAR UP Partnership	Ellensburg	\$1,148,000
Evergreen State College GEAR UP Partnership	Olympia	\$ 877,096
Washington State University GEAR UP Partnership	Richland	\$1,536,000
Wenatchee School District No. 246 GEAR UP Partnership	Wenatchee	\$ 147,908
Heritage College GEAR UP Partnership	Toppenish	\$ 753,382
University of Washington GEAR UP Partnership	Seattle	\$1,010,445
Bellingham School District State GEAR UP	Bellingham	\$ 150,000
Eastmont School District State GEAR UP	East Wenatchee	\$ 150,000
Everett School District State GEAR UP	Everett	\$ 112,500
Federal Way School District State GEAR UP	Federal Way	\$ 150,000
Inchelium School District State GEAR UP	Inchelium	\$ 15,000
Monroe School District State GEAR UP	Monroe	\$ 75,000
Okanogan School District State GEAR UP	Okanogan	\$ 112,500
Quincy School District State GEAR UP	Quincy	\$ 112,500
Wapato School District State GEAR UP	Wapato	\$ 150,000
Wenatchee School District State GEAR UP	Wenatchee	\$ 75,000
West Valley School District State GEAR UP	Spokane	\$ 150,000
Vancouver School District State GEAR UP	Vancouver	\$ 300,000
Big Bend Community College Upward Bound	Moses Lake	\$ 484,364
City of Seattle Human Services Department Upward Bound	Seattle	\$ 402,999

**Federal programs (GEAR UP and TRIO)**  
(continued)

<b>Type of Program</b>	<b>City</b>	<b>Dollars</b>
Columbia Basin College Upward Bound	Pasco	\$ 393,802
Evergreen State College Upward Bound	Olympia	\$ 483,561
Metropolitan Development Council/ Southern Pierce County Upward Bound	Tacoma	\$ 379,496
North Seattle Community College Upward Bound	Seattle	\$ 332,117
South Seattle Community College Upward Bound	Seattle	\$ 277,677
University of Washington/ Seattle Upward Bound	Seattle	\$ 410,987
Washington State University/ Pullman (Yakima) Upward Bound	Yakima	\$ 220,000
Washington State University/ Pullman (Okanogan) Upward Bound	Okanogan	\$ 220,000
Washington State University/ Spokane Upward Bound	Spokane	\$ 220,000
Yakima Valley Community College Upward Bound	Yakima	\$ 475,807
Centralia College Talent Search	Centralia	\$ 367,980
Metropolitan Development Council Talent Search	Tacoma	\$ 204,000
Northwest Indian College Talent Search	Bellingham	\$ 250,261
South Seattle Community College Talent Search	Seattle	\$ 250,261
Tacoma Community College Talent Search	Tacoma	\$ 204,000
University of Washington/ Seattle Talent Search	Seattle	\$ 304,849
Walla Walla Community College Talent Search	Walla Walla	\$ 204,000



## Washington Education Foundation Programs

The Achievers program will serve 5,000 students over ten years, ending in 2010. Over 2,415 students have received services and scholarships so far, amounting to \$25,400,000 spent.

<b>Achiever School</b>	<b>City</b>
Cleveland High School	Seattle
Clover Park High School	Lakewood
Davis High School	Yakima
Foster High School	Tukwila
Henry Foss High School	Tacoma
Kent-Meridian High School	Kent
Kittitas High School	Kittitas
Lincoln High School	Tacoma
Mabton High School	Mabton
Mariner High School	Everett
Mount Tahoma High School	Tacoma
Stevenson High School	Stevenson
Tonasket High School	Tonasket
Truman High School	Federal Way
West Valley High School	Spokane
Yelm High School	Yelm

## The HERO (Higher Education Readiness Opportunity) Initiative

The HERO Initiative provides direct academic and leadership support to students, their families, and academic communities to ensure that students have the resources to succeed in high school and beyond.

<b>Achiever School</b>	<b>City</b>
Cleveland High School	Seattle
Clover Park High School	Lakewood
Davis High School	Yakima
Foster High School	Tukwila
Henry Foss High School	Tacoma
Kent-Meridian High School	Kent
Lincoln High School	Tacoma
Mabton High School	Mabton
Mount Tahoma High School	Tacoma
Truman High School	Federal Way



**July 2006**

## **DRAFT: Master of Science in Real Estate University of Washington**

### **Introduction**

The University of Washington seeks Higher Education Coordinating Board (HECB) approval to offer a Master of Science in Real Estate (MSRE). The program would begin in fall 2006, enrolling 20 students in the first year and 40 students in subsequent years.

The program would be housed within the Department of Urban Design and Planning (URBDP) in the College of Architecture and Urban Planning (CAUP). The program would respond to the needs of a complex industry that involves a wide variety of stakeholders, including developers, regulators and environmentalists. The program would train industry leaders who understand diverse perspectives and develop innovative approaches to real estate issues. Unlike the real estate coursework traditionally offered at community colleges, the UW program would not be focused primarily on residential real estate or brokerage opportunities, but would provide a more interdisciplinary approach. The proposed degree is a coordinated program that draws on urban planning, law and finance to prepare graduates to take leadership positions in public, private and non-profit organizations as planners, developers, investors, or lenders and to advance the discipline by promoting more effective, efficient, economical and socially responsible real estate decisions.

Traditionally, real estate programs have been housed within business schools' finance departments. However, the proposed program has a broader and more holistic focus. It emphasizes an in-depth interdisciplinary approach to real estate education, integrating students and faculty from the CAUP with students and faculty from other disciplines, such as business, law, engineering, and public affairs. An interdisciplinary approach would enable students who possess excellent technical, management, communication, and teamwork skills -- and who are willing to work collaboratively to solve complex problems -- to become industry leaders.

The URBDP already offers a master's level Specialization in Real Estate (SRE), which is oriented toward students pursuing careers that do not focus exclusively on real estate, but do depend on a certain level of real estate understanding. The proposed program would extend the SRE program

by adding more strategic components and providing more in-depth training. It is targeted to students who are primarily interested in careers in the real estate industry.

## **Relationship to Institutional Role and Mission and the Strategic Master Plan**

The program would leverage the strength of the existing SRE program by supporting the exploration of emerging issues through research activities, classroom projects, discussions, and industry outreach efforts. The program would serve the public by training industry leaders to make effective, efficient, economically and socially responsible real estate decisions. Thus, the program supports the university's mission to disseminate knowledge through scholarly exchanges and public service.

The program's goals are consistent with those of the *2004 Statewide Strategic Master Plan*, in that they provide opportunities for students to earn degrees and respond to the state's economic needs. The proposed program would be the first graduate real estate program in Washington, the only one in the Pacific Northwest, and one of only 19 across the country.

## **Program Need**

The proposal is a response to needs expressed by students, employers, and community stakeholders. The *State and Regional Needs Assessment* finds that all occupations are becoming increasingly complex and require workers who are prepared with higher levels of education than in the past. The report suggests that such workers would ideally develop a mix of technical, management, communication, and teamwork skills. Furthermore, it notes that a UW study has identified real estate, construction and related finance occupations as key growth industries (*Private and Public Leader Interviews on Economic Development and Education Opportunities for Washington State Universities and Colleges*, draft report prepared by Ryan Landtroop, University of Washington, 2005, funded by the Sloan Foundation).

Program developers assessed student demand for the proposed program based on enrollment in the existing SRE program, SRE core course enrollments, enrollments in the UW Extension Commercial Real Estate Certificate program, and student inquiries about a graduate real estate program:

- URBDEP launched its SRE program in 2002, with an enrollment cap of 10 students per year. It has attained that cap every year.
- Core courses in the SRE program have been drawing 36 to 40 students, comprised of three groups of relatively equal size that reflect the demand for interdisciplinary real estate education: (1) Master's in Urban Planning (MUPs), (2) Master's in Business Administration (MBAs), and (3) students drawn from across campus.
- The UW Extension Commercial Real Estate Certificate program, founded in the 1990s, has also been successful in filling its maximum quota per year, with some 35 students enrolled in the current program.

- Over the past several years, the department has fielded an increasing number of inquiries from students seeking in-depth, interdisciplinary real estate education.

Program developers assessed employer demand for the proposed MSRE program based on discussions with potential employers, donors and national and regional leaders in key industry trade associations, and on industry demand for interns:

- Potential local and national employers and donors indicated that there is an unmet demand for graduates of the proposed program, both nationally and in the Pacific Northwest.
- National and regional leaders in key industry trade associations, including the International Council of Shopping Centers, National Association of Industrial and Office Properties, Building Owners and Managers Association, and Urban Land Institute cited a need for better-trained professionals with an interdisciplinary focus who can help advance industry practices.
- Demand for interns through the UW's Runstad Center for Real Estate Studies internship program has outpaced the supply of students since its creation in 2004.

The proposed program fills a need for a graduate degree in real estate that is not offered at any major university in the Pacific Northwest. The only other comprehensive real estate degree program in Washington is WSU's undergraduate program. Although community colleges also offer real estate courses, they are focused on residential real estate or brokerage opportunities. Finally, although an isolated number of graduate real estate courses might be offered within the state system under related disciplines such as law and finance, there is no coordinated program that offers the integrated interdisciplinary approach envisioned at the UW.

## **Program Description**

The Master of Science in Real Estate is designed to prepare effective and responsible leaders who can help advance the discipline to promote more effective, efficient, economical and socially responsible real estate decisions. Graduates would be prepared for occupations as planners, developers, investors and lenders. A strength of the program is a focus on environmental management and sustainable development. The program covers the full breadth of the real estate product life cycle, the diverse array of property types and market settings, and perspectives spanning local, national and global levels in an attempt to cultivate holistic, generalist approaches that are appropriate for managing the complex processes that underlie the discipline. The program's four main goals are as follows:

- Provide a sound theoretical foundation and research skills to support real estate decision-making.

- Cultivate pragmatic, applied decision-making skills that capture best practices among real estate and closely related disciplines with respect to real estate.
- Develop an understanding of the legal, political and social context within which real estate resource allocation and utilization should be made.
- Develop leadership skills to help advance the industry and achieve support for recommendations.

For each goal, the proposal describes three or four objectives, a strategy for meeting each objective, and two to four student learning outcomes related to each objective for a total of 15 objectives, 15 strategies, and 50 learning outcomes. The descriptions are thorough and well thought out.

Students admitted to the program would typically possess a baccalaureate degree with a minimum Grade Point Average of 3.0 in the final two years of study, and would have taken the GRE or GMAT. Students would enter UW in a 20-person cohort during fall quarter, and would complete a well-defined, six-quarter course of study. During that time, students would complete a curriculum consisting of three basic components: a six-course real estate core, a six-course real estate elective requirement, and six-to-eight courses from various departments across campus.

The core real estate courses would be sequenced to cover the six quarters of study in the program. Students would also take one real estate elective per quarter. In addition, students would have the flexibility to take one or two electives from other departments every quarter. Finally, students would culminate with a capstone course in which they present a formal report that integrates their educational and professional experiences. A typical sequence of study would look like this:

<b>Year 1</b>	<b>Course Title</b>
Fall	Real Estate Process
	Real Estate Law and Ethics
	1-2 Electives
Winter	Real Estate Finance
	Real Estate Development
	1-2 Electives
Spring	Real Estate Investments
	Real Estate Appraisal
	1-2 Electives
<b>Year 2</b>	<b>Course Title</b>
Fall	Real Estate Feasibility
	Real Estate Capital Markets
	1-2 Electives
Winter	Real Estate Portfolio Management
	Real Estate Studio
	1-2 Electives
Spring	Real Estate Asset management
	Real Estate Capstone Seminar
	1-2 Electives

For each real estate course, the proposal provides a detailed course description and indicates the treatment level (awareness, understanding or mastery) at which the course exposes students to each of the program's 15 objectives.

At full capacity, the program would accommodate 40 students; 20 in their first year of study and 20 in their second year of study. In its first year, the program would accommodate 20 new students (20 FTE). The program would grow to 40 students (40 FTE) by its second year and would remain at 40 for its third through fifth years.

Students would be taught using a combination of tenured faculty, tenure-track faculty, affiliate faculty, and adjunct faculty. Current faculty on campus have sufficient capacity to cover the first year of the program until additional faculty are hired. The program would require 2.5 faculty FTEs in its first year, increasing to 3.5 FTE in the third year and thereafter. If approved, the program would recruit two additional full-time faculty members to ensure program sustainability.

The program proposal includes a clearly-defined set of expected student learning outcomes that appear to be consistent with the attributes that employers seek in new hires. Program outcomes are clearly linked to the overall program goals and to individual courses. Students would be assessed throughout the program in individual courses and through a capstone project.

In addition to regular course evaluations, the program would be assessed using a series of measures that include an exit survey and alumni and employer surveys. The exit survey would assess the extent to which the program was successful in teaching various aspects of leadership in real estate, and would identify areas of weakness for further examination. A follow-up survey would obtain more detailed information and suggestions for improvements in the curriculum or quality of instruction. Course content would be reviewed at least every two years during the first four years of the program, and quality-of-instruction issues would be addressed annually. In addition, alumni and employer surveys would provide valuable information on how the program is meeting its objectives.

## **Diversity**

Program staff have made efforts to provide access to diverse student populations. These efforts include raising over \$250,000 to fund diversity scholarships. In addition, the program's students would be eligible for diversity scholarships provided by a number of professional trade associations.

Furthermore, program staff have experience participating in diversity outreach efforts. The program director has participated in outreach efforts sponsored by the Multi-Cultural Student Association at Bellevue Community College. The program director is also a trustee of the International Council of Shopping Centers Educational Foundation, a major sponsor of the Real Estate Apprentice Program based in Washington, D.C., whose mission is to recruit and train minorities for professional careers in real estate.

The UW Graduate School has recently hired a recruiter to help attract minority students. Program staff would consult her and other on-campus resources, including the Office of Minority Affairs, for help in recruiting. Once launched, program marketing would be targeted to ensure that the program attracts a diverse pool of potential students.

Finally, by virtue of its interdisciplinary nature, the program would tend to draw a diverse student body through its outreach efforts to students and faculty from other UW departments.

## **External Review**

The program was reviewed by two external experts: Richard Peiser, professor at the Harvard University Graduate School of Design, and Norm Miller, professor and director at the University of Cincinnati Real Estate Center.

Both reviewers enthusiastically endorsed the program proposal and felt that the program's location within URBDP was appropriate. With regard to the program's interdisciplinary approach, Peiser wrote that the program is consistent with current directions in the field and that the interdisciplinary approach would avoid difficulties that many real estate programs have as a result of offering courses within only a single school. Miller wrote that the interdisciplinary approach is much preferred over the traditional approach.

Both reviewers have raised issues for clarification:

Peiser wondered whether the program proposal offers more courses than necessary. He also noted that the curriculum didn't seem to take full advantage of courses already offered by URBDP. Finally, he felt the proposal didn't sufficiently emphasize the benefits of having the Runstad Center, with its deep connection to Washington's real estate industry, already in existence.

In response to Peiser's concerns, program developers explained that the course overlap is intended to accommodate students' diverse interdisciplinary backgrounds, and the number of courses is consistent with that of other universities. In addition, the program draws on courses currently offered in URBDP. Finally, they agreed with Peiser, stating that the Runstad Center would assist in fundraising, program support, and marketing. They further stated the center's goodwill has been instrumental in preparation of an MSRE proposal.

Miller raised some specific issues regarding a few of the program's courses and made specific recommendations about course materials and software. He also raised concerns about course descriptions, duplication and sequencing. He suggested offering a Certified Commercial Investment Member (CCIM) plan for students wanting to pursue such a designation. Further, he asked whether internships could be more thoroughly integrated into the program. Finally, he suggested the program add placement staff.

In response to Miller's concerns, program developers revised course descriptions and which materials and software students would use. In addition, they explained that course sequencing

reflected a level of redundancy that was deliberately built into the program to approach issues from multiple perspectives, and to help ensure necessary levels of awareness, understanding, and mastery of skills. They indicated that they would encourage students to develop a close working relationship with professional associations such as CCIM, and that they would encourage students with limited experience in the field to take internships. Finally, they indicated that staff would be added as needed.

## Program Costs

The program would enroll 20 FTE students in the first year, growing to 40 FTE by the second year and remaining at that level through the fifth year of the program. During the first year, the program would draw heavily on existing faculty expertise. Program costs are estimated, based on faculty time equivalent to 2.5 full-time faculty positions the first year, increasing to 3.5 FTE faculty positions by the third year and remaining at 3.5 FTE thereafter. Administrative costs are based on a 1 FTE program administrator and a 1 FTE administrative support position.

No capital improvements would be required for program implementation, but the proposal did budget \$5,000 to \$6,000 per year for library costs.

Costs per FTE student are estimated as follows:

Year 1 (2006-07)	Year 2 (2007-08)	Year 3 (2008-09)	Year 4 (2009-10)	Year 5 (2010-11)
\$15,496	\$13,353	\$14,306	\$15,264	\$16,252

The MSRE would be funded by a combination of endowment funds that have been received, new pledges, and new state funds allocated to the UW in the 2005-07 biennial budget. Under this and subsequent budgets, the UW would allocate funds for 20 new graduate students during 2006-07 and 40 graduate students in 2007-08 and thereafter. The average direct cost of instruction for graduate students in architecture at the University of Washington, as reported in the HECB 2001 Cost Study, is \$13,901; the average direct cost of instruction for graduate students in business is \$12,232. While the proposed degree program is offered at a higher-than-average cost per FTE, costs appear to be reasonable and significant support for the program is provided through endowment funding.

## Staff Analysis

The proposed program would support the unique role and mission of the institution by providing students with an opportunity to engage in interdisciplinary scholarship while earning a degree that connects with the university's mission to advance knowledge through many forms of research, inquiry and discussion.



The program also responds to the strategic master plan's goals of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing students with an interdisciplinary education that would prepare them to be industry leaders.

The proposed program includes an assessment approach with well-defined student learning outcomes that are tied to specific coursework in the curriculum and assessed throughout the program. In addition, UW staff would implement a program assessment system that would provide feedback from a variety of stakeholders to ensure program improvement.

The program responds to demonstrated student, employer, and community needs, and is consistent with the *State and Regional Needs Assessment* and the institution's own assessment of need.

Program staff have experience in diversity outreach efforts and have already raised over \$250,000 to fund diversity scholarships. Program staff would consult with the UW Graduate School and with the Office of Minority affairs to target program marketing to a diverse pool of applicants. Finally, the program would tend to draw a diverse student body by virtue of its interdisciplinary nature.

The program would not duplicate existing programs and would be offered at a reasonable cost.

## **Recommendation**

The Education Committee discussed the proposal when it met on July 13. It has requested additional information related to demand for the program, sustainability of the program, and clarification of the revenue that would support the program costs. UW has submitted a memo (attached) that responds to the committee's questions. Based upon careful review of the program proposal and the institutional response to the Education Committee's questions, HECB staff recommend approval of the University of Washington Master of Science in Real Estate.

## Attachment A

### MSRE Proposal Follow-up Responses

#### Demand

- **Student/Program**
  - **Student Demand.** The typical graduate real estate program admits 20 to 30 students, which is less than one third of the number of qualified students seeking such training. The Pacific Northwest has no comparable MSRE program, thus forcing students to go out of state.
  - **Program Demand.** At the national level, the annual output of graduate students from MSRE-type programs is in the range of 400-500, with current demand placing upward pressure on those figures. The demand for interdisciplinary education is more acute.
- **Industry Demand**
  - **National.** The industry has documented its appetite for a larger, more diverse, and more highly-trained pool of graduate students than is currently being produced by universities.
  - **Local Demand.** We have not been able to generate a sufficient number of students to satisfy local demand, which is an unmet demand for specialized skills the MSRE would generate.

#### Sustainability

- **Industry Need**
  - **Demand.** Industry leaders point out that real estate will become even more complex, creating ongoing and growing demand for well-rounded, highly-trained graduate students.
  - **Students.** There is sustainable demand for graduate real estate education, especially in the Pacific Northwest, where complex issues surrounding real estate demand such skills.
- **University Support**
  - **Colleges.** The college and the department, and colleges across campus, are firmly committed to the MSRE program in terms of resources to allow it to succeed as an interdisciplinary program.
  - **Faculty.** The program will be staffed with 3.5 tenure track positions to give it sufficient scale, address succession planning, and support its teaching, research and service responsibilities.

#### Funding

- **Cost-FTE-student.** The cost-FTE-student ratio is commensurate with the needs of a nationally regarded program and within UW's range. When endowment revenues are used to offset expenses, the cost-FTE-student ratio is further reduced.

- **Revenues**
  - **Endowment Supplement**
    - **Endowment Funds.** The Runstad Center for Real Estate Studies has raised over \$3 million to support real estate education and the MSRE. The campaign is seeking another \$5 million to further enhance teaching, research and service.
    - **Endowment Revenue.** The current endowment will generate \$160,000 to \$190,000 per year to be supplemented by additional fundraising.
  - **New State Funds.** The state has allocated support for the 20 students to be admitted to the 2-year MSRE program, translating to 40 students per year thereafter.
  - **Scholarship Support.** To attract top-tier students and address diversity concerns of the industry, over \$500,000 has been raised for scholarships.

## Real Estate Program Expenses and Revenue

Line Item	New State Funds	Other Sources <sup>a</sup>	2005/2006	Year 1 Total	Year 2 Total	Year 3 Total <sup>b</sup>	Year 4 Total	Year 5 Total
<b>Program Expenses</b>								
Administrative Salaries (# FTE) Benefits @	\$ -	\$ -	\$ -	\$ 54,376	\$ 57,095	\$ 59,950	\$ 62,947	\$ 66,095
Faculty Salaries (# FTE) Benefits @ 22%	\$ 182,341	\$ 239,079	\$ 276,836	\$ 421,420	\$ 540,304	\$ 567,319	\$ 595,685	\$ 625,469
TA/RA Salaries (# FTE) Benefits @ 22%	\$ 38,097	\$ -		\$ 38,097	\$ 75,901	\$ 81,271	\$ 85,334	\$ 89,601
Clerical Salaries (# FTE) Benefits @ 22%	\$ 10,612	\$ -	\$ 10,404	\$ 10,612	\$ 10,824	\$ 11,041	\$ 11,262	\$ 11,487
Contract Services <sup>c</sup>	\$ 54,899	\$ -	\$ 24,411	\$ 54,899	\$ 75,397	\$ 95,905	\$ 116,423	\$ 136,951
Goods & Services	\$ 6,556	\$ -	\$ 6,365	\$ 6,556	\$ 6,753	\$ 6,956	\$ 7,164	\$ 7,379
Travel	\$ 6,556	\$ -	\$ 6,365	\$ 6,556	\$ 6,753	\$ 6,956	\$ 7,164	\$ 7,379
Equipment	\$ 13,113	\$ -	\$ 12,731	\$ 13,113	\$ 13,506	\$ 13,911	\$ 14,329	\$ 14,758
Library	\$ 5,464	\$ -	\$ 5,305	\$ 5,464	\$ 5,628	\$ 5,796	\$ 5,970	\$ 6,149
Software Licensing	\$ 6,556	\$ -	\$ 6,365	\$ 6,556	\$ 6,753	\$ 6,956	\$ 7,164	\$ 7,379
Professional Affiliations	\$ 2,185	\$ -	\$ 2,122	\$ 2,185	\$ 2,251	\$ 2,319	\$ 2,388	\$ 2,460
<b>Total Cost</b>	\$ 380,757	\$ 239,079	\$ 350,904	\$ 619,836	\$ 801,165	\$ 858,378	\$ 915,831	\$ 975,108
FTE Students	40	40	20	40	60	60	60	60
Cost-per-FTE Student	\$ 9,519	\$ 5,977	\$ 17,545	\$ 15,496	\$ 13,353	\$ 14,306	\$ 15,264	\$ 16,252
<b>Program Revenue</b>								
General Fund: State Support <sup>d</sup>		-		\$ 343,419	\$ 686,838	\$ 721,180	\$ 721,180	\$ 721,180
Tuition and Fees (total) <sup>e</sup>	\$ 186,024		\$ 190,699	\$ 186,024	\$ 189,744	\$ 193,539	\$ 197,410	\$ 201,358
Corporate Grants / Donations	-	-	-	-	-	-	-	-
Internal Reallocation <sup>f</sup>	-		\$ 33,579	\$ 35,258	\$ 37,021	\$ 38,872	\$ 40,815	\$ 42,856
Endowment Revenue	\$ 239,079		\$ 157,363	\$ 165,876	\$ 175,848	\$ 180,612	\$ 184,431	\$ 187,951
<b>Total Revenue</b>	\$ 425,103		\$ 381,641	\$ 730,577	\$ 1,089,451	\$ 1,134,203	\$ 1,143,836	\$ 1,153,345
<b>Surplus/(Deficit) <sup>g</sup></b>	\$ 44,346		\$ 30,738	\$ 110,741	\$ 288,286	\$ 275,824	\$ 228,005	\$ 178,236

<sup>a</sup> Allocation from funded Endowment.

<sup>b</sup> Year fully staffed; Salaries escalate at 5% per year, and Services at 3% per year.

<sup>c</sup> Contract Services Include: Department Support, Interdisciplinary Incentive and Reserve.

<sup>d</sup> State support for 20 new (40 total) students per year.

<sup>e</sup> Tuition and Fees related to existing MUP/Real Estate Specialization.

<sup>f</sup> Washington state faculty line (1/2).

<sup>g</sup> Surplus used to fund additional faculty, scholarships, student support and general operating requirements.



**RESOLUTION NO. 06-16**

WHEREAS, the University of Washington proposes to offer a Master of Science in Real Estate; and

WHEREAS, The program would support the unique role and mission of the institution; and

WHEREAS, The program would respond to demonstrated student, employer, and community needs that are consistent with the state and regional needs assessment and the institution's own assessment of need; and

WHEREAS, The recruitment and diversity plan are appropriate to the program; and

WHEREAS, The program has received support from external experts; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Master of Science in Real Estate at the University of Washington.

Adopted:

July 27, 2006

Attest:

\_\_\_\_\_  
Gene J. Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair

July 2006

## Statewide Role and Mission for Higher Education

### Background

“An institution’s mission and goals define the institution, including its educational activities, its student body, and its role within the higher education community.”<sup>1</sup> A system of higher education should be more than the sum of its parts; however, an absence of any clear or officially acknowledged consensus on the roles and missions of the institutions and the sectors they comprise makes coordination among institutions cumbersome and leaves Washington vulnerable to mission creep, uncontrolled expansion, and unnecessary program duplication. While a number of strategies have been employed to address these problems, it is only through a shared understanding of the statewide role and mission of higher education that institutions will be free to innovate and create new programs and delivery modalities without unnecessarily duplicating efforts and creating inefficiencies.

The Higher Education Coordinating Board (HECB) has statutory responsibility to review the role and mission statements of the public institutions of higher education every four years, as it develops the strategic master plan for higher education. It is the responsibility of the governing board of each college and university to approve and periodically review their institutional role and mission. While there is no mandated cycle for institutional review of role and mission, institutions do have a responsibility to develop a strategic plan that aligns with the development and goals expressed in the statewide strategic master plan for higher education. Institutions may reasonably be expected to review their own role and mission as part of this planning process.

The last review of institutional role and mission statements conducted by HECB staff was completed in 2003, concurrent with development of the *2004 Statewide Strategic Master Plan*. In December 2003, the board adopted the interim master plan and, in that document, a statewide mission for higher education was articulated as follows:

“The mission of Washington’s higher education system is to support the economic, cultural and civic vitality of the state through education, research and public service to provide tangible benefits to residents, businesses and communities.”

In the short time since that last review in 2003, a great number of changes have taken place across Washington’s higher education system. The passage of House Bill 3103 in 2004 led to a number of changes in the way the HECB interacts with the universities, including a more active

---

<sup>1</sup> Northwest Commission on Colleges and Universities – Accreditation Standard 1.

role in academic planning with the requirement for a statewide and regional assessment of higher education needs and more rigorous accountability provisions. In addition, key changes in the higher education system are being implemented following the passage of House Bill 1794 in 2005 and House Bill 2867 in 2006, which authorized the branch campuses of the research institutions to transition from upper-division/graduate campuses to four-year campuses; enrolling freshmen and sophomores. In addition, HB 1794 authorized up to four community and technical colleges to offer baccalaureate degree programs in applied fields. As a result, the state has increased the number of public institutions where students are able to enroll continuously to earn a baccalaureate degree from six to 14.

The legislation also provided for the development of a university center model of delivery, using a contracting approach that would allow three community and technical colleges to fund baccalaureate programs offered through partnerships with the regional universities, branch campuses, or The Evergreen State College. The university center model was also supported through a change in management of the North Snohomish, Island, and Skagit consortium, giving administrative responsibility to Everett Community College. The center was renamed the Everett University Center and, through House Bill 3113 passed in 2006, Everett Community College will fund enrollments at the center through a model similar to that piloted in HB 1794. Finally, the HECB is in the process of assessing the need for a new higher education resource (or resources) in the Snohomish, Island, and Skagit county region, which could potentially lead to development of a new public baccalaureate institution in that region.

These provisions, in various stages of implementation, have been outlined in several reports and updates to the board; often in isolation. While the expansion outlined above is certainly significant for individual institutions and sectors, it also marks a dramatic shift in the size and shape of Washington's public higher education system. This shift will certainly affect how students and communities are served into the future.

In reviewing the mission statements of the campuses involved in these initiatives, HECB staff find the statements to be broadly enough constructed to allow for each change. In looking at the changes taking place to implement these new initiatives, we find for many institutions, this is nothing short of a sea change. The branches have not only had to ramp up new curricula, they are dealing with first-time college students and their parents on a level these institutions have never dealt with before; a change that affects the entire institution from the most basic services, student/faculty relationships, and culture.

A similar change is underway, although in earlier stages, at the community and technical colleges. Four institutions are preparing for their first baccalaureate-level programs. This development also will send ripples throughout all corners of the institutions. Elevating these colleges to baccalaureate degree-granting institutions affects faculty, student services, staff, libraries, and other academic resources as well as students.

The contract programs in which FTE funding is awarded to the community and technical colleges to enter into contracts with a regional institution and/or branch campus to deliver upper-division coursework leading to a degree represent a much less substantive change; but,



nonetheless, requires significant planning. This has been especially true of the Everett Center. Staff at Everett Community College first had to meet an unforgiving deadline to plan the transition, and now are doing the hard work of attracting partners to deliver coursework and programs, as well as working to inform students about available opportunities.

## **Analysis**

In a very short time, the higher education landscape in Washington has changed dramatically. We have moved from six baccalaureate granting institutions to 14 in a few short years, and we are considering adding a fifteenth. These changes are the result of a decentralized system of higher education in a state that is struggling to meet increasing demand for higher education with limited capacity for growth. This is not to say we are not moving in the right direction, but what is missing is a map. A role and mission statement that describes the roles and responsibilities of each sector within the higher education system would provide that map.

The transformation of the branch campuses from upper-division and graduate institutions into four-year universities enrolling freshmen is the result of multiple studies; first by the Washington Institute for Public Policy, and then by the institutions -- with recommendations from the HECB. On a parallel track, the State Board for Community and Technical Colleges (SBCTC) was working on alternative delivery models to meet the demand for upper-division enrollments that was not being met by the existing baccalaureate institutions leading to the pilot programs authorized by HB 1794.

A key challenge in evaluating new academic degree-granting program proposals as they come forward, and assessing the success of new initiatives, is that our system of higher education has, until now, been loosely defined without a clear understanding of how the pieces fit together. The development of a system-wide approach to characterizing and defining institutional role and mission can lead to a better understanding of the resources currently available and inform planning of new resources in a way that fosters collaboration, rather than competition. The end result would be a system that is greater than its parts.

## **Development of a Statewide Role and Mission for Higher Education**

The development of a statewide role and mission for higher education is an essential step in understanding where our higher education system is today and how to move forward toward our goals for the system. A statewide role and mission for higher education will drive academic and resource planning in higher education and will therefore be the touchstone for working toward the master plan goals of increasing the number of degrees produced in the state and responding to the economic development needs of the state.

The role and mission of the higher education system is distinguished from the vision for the higher education system in the state. Role and mission describes what the system does in the near term, while a vision for higher education is an aspirational statement about where the higher

education system should move in the future. While both are critical to long-term strategic planning and program and facility planning, the focus of this work is on role and mission -- while the strategic master plan development will continue to focus on the vision for the future of higher education in Washington.

A statewide role and mission for higher education is critical to understanding our various institutions of higher education as a system. The clear articulation of role and mission would serve to engender the shared sense of purpose necessary to move toward a system that operates based upon agreed upon goals and measurable outcomes, and one that recognizes the interdependency of institutions and sectors.

Development of a statewide role and mission for higher education is a process that will necessarily involve a variety of stakeholders. For the purpose of beginning the discussion, language is included in this document that builds upon the statement articulated in the interim strategic master plan; however, it is not presented with the intent that the board adopt it in its current form. Instead, the intent is to move the conversation from an internal examination of the higher education system to an inclusive process involving higher education stakeholders.

## **Washington Statewide Role and Mission for Higher Education**

The mission of Washington's higher education system is to support the economic, cultural, and civic vitality of the state through education, research, and public service to provide tangible benefits to residents, businesses, and communities.

The public higher education system in Washington is comprised of three sectors. While the institutions that make up these sectors are unique, they share a common set of characteristics that describe how they contribute to the higher education system in Washington.

### **Research University Systems**

Offer bachelor's, master's and doctorate degrees;  
Maintain and develop nationally recognized academic and professional programs;  
Foster the creation of new knowledge through organized programs of research;  
Promote extension and outreach, including the continued growth of branch campuses; and  
Respond to statewide needs for certain major lines of study and types of degrees.

### **Washington State University**

*As a public land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions, and communities that we serve by fostering learning, inquiry, and engagement.*

**University of Washington**

*The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry, and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service.*

**Regional Institutions**

Offer bachelor's and master's degree programs;  
Respond to the educational and professional needs of the residents of the region;  
Provide programs that continue or otherwise integrate with those offered by the region's community colleges;  
Engage in scholarly activity including research, scholarship and creative endeavor; and  
Engage in community service in response to the region's economic, educational, and cultural needs.

**Eastern Washington University**

*Eastern Washington University is a student-centered, regionally based, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in Washington state. Its mission is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society.*

**Western Washington University**

*As a public comprehensive university focusing primarily on serving undergraduate students throughout the region, Western Washington University is dedicated to the pursuit of truth, learning and the dissemination and development of knowledge, and service to the community.*

**Central Washington University**

*Central Washington University's mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist Central Washington, the state, and the region in solving human and environmental problems.*

## **The Evergreen State College**

*The Evergreen State College is a public, liberal arts college serving Washington state. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, social sciences, humanities, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems.*

## **The Community and Technical College System**

Offers associate degrees and sub-baccalaureate professional certificates;  
Offers programs that prepare students for occupations and academic transfer;  
Provides community services of an educational, cultural, and recreational nature;  
Provides basic skills and literacy education;  
Serves community needs for workforce education including supplemental education for apprentices; and  
Provides access through an “open door” admission policy.

## **Community and Technical Colleges**

- *Access to affordable higher education;*
- *Workforce education and training for the 21st century;*
- *Increase basic skills;*
- *Provide quality academic transfer programs;*
- *Diversity of students and programs;*
- *Student achievement; and*
- *A first-class faculty and staff*

## **Next Steps**

With consent of the board, staff will circulate the proposed statewide role and mission statement among the institutions and request that they review their mission statements and comment on the statewide framework outlined above. Staff will return to the board at the December 2006 meeting with a revised statewide role and mission statement for discussion and action and the institutional role and mission statements as revised or affirmed by their respective governing boards.



**July 2006**

## **Online Student Advising Pilot Project**

### **Introduction**

Transfer students often take extra courses on their way to a bachelor's degree because they have neglected to meet with college advisors or to plan their coursework early in their studies. The state's four-year colleges often require different courses for admission, or evaluate previous work differently when deciding whether it meets their admissions requirements. Thus, students need to be well informed on which classes to take in order to be admitted to the institution(s) they choose.

The Higher Education Coordinating Board (HECB) proposes to create a statewide online student advising system to aid community college students who plan to enter the four-year system. The system will provide students with an online environment in which they can explore requirements for admission, requirements of different majors, and audit their progress toward a degree. The first step in creating such a system will require that the HECB collaborate with community colleges and baccalaureate institutions to determine requirements, gather user feedback, and identify risks to implementation before proceeding statewide.

The K-20 Education Network recently awarded the HECB \$225,000 to engage in a pilot project with a private-sector partner to test an online advising system. The HECB intends to work with a public community college, a public baccalaureate institution, and AcademyOne<sup>1</sup>, a software company based in Pennsylvania, to test a Web Advising System prototype (WAS) against the needs of students and institutions.

### **Project Description**

The WAS pilot project will be carried out in five phases (identified and described below), beginning on July 25, 2006 and ending on June 30, 2007. Each phase carries with it associated timelines, milestones and deliverables. The HECB is currently developing a contract with AcademyOne that bases payments on deliverables associated with each phase.

**WAS Pilot System Research Project Kick Off: July 25, 2006**

---

<sup>1</sup> AcademyOne is a small, privately owned company whose mission is to develop Web-based applications that serve the transfer-related needs of postsecondary institutions and students. The Indiana Commission for Higher Education has contracted with AcademyOne to provide these Web-based transfer applications to Indiana's 2- and 4-year institutions.

- Create detailed project implementation plans, including an updated project charter.

#### Phase 1: Discovery, Benchmarking, and Data Collection

- Identify participating institutions: one community college (Bellevue Community College, Clark College, Tacoma Community College, or Cascadia Community College) and one baccalaureate campus (University of Washington or the Washington State University campuses). The HECB decided to include branch campuses in the pilot project because of their dependence on transfers from community colleges to meet their enrollment expectations. Inclusion of the branch campus' primary feeder community college guarantees an adequate volume of transfer students to test the on-line system and provide feedback.
- Document the advising processes used by participating institutions:
  - Identify critical success factors related to these processes. Special attention will be given to identifying factors that are specific to advising transfer students.
- Data collection also will include preparation of electronic versions of course catalogs and participating institutions' existing course equivalencies (as well as the course catalogs of other relevant public institutions, if possible).

#### Phase 2: WAS Pilot System Set-up and Integration

- Load the course catalog data collected in Phase 1 into the central, Web-searchable AcademyOne database.
- Integrate the AcademyOne system with the degree-audit systems of participating institutions.

#### Phase 3: WAS Pilot System Orientation, Training and Activation for Institutions

- Hold orientation and training sessions for designated staff members at participating institutions. Staff members will represent the admissions, registrar, and academic roles that are responsible for evaluating transfer applicants and approving course equivalencies.
- Testing of the pilot-system functionality that is designed to automate the development, negotiation, publishing and maintenance of articulation agreements and course equivalencies.

#### Phase 4: Development and Testing of WAS Student-view Functionality

- Develop and test the WAS pilot-system functionality for students. Participating institutions will designate staff (faculty advising, student services, financial aid, admissions, etc.) to facilitate integration with existing systems.

#### Phase 5: Student Testing of WAS Pilot System and WAS Pilot-System Evaluation

- Promote, launch and support the WAS pilot-system Web site address for participating institutions' students. This phase is scheduled to begin in November 2006 and continue through June 30, 2007.

The WAS Pilot Project will incorporate the AcademyOne Web applications system, which is designed to (1) provide institutions with a centralized database of courses, course schedules, and course equivalencies that will enable institutions to identify, negotiate, publish and maintain additional course equivalencies; and (2) via interfaces to participating institutions' degree audit system(s), provide students with accurate program requirements, course-credit transfer information, and related Web-advising services.

In addition to subscribing to AcademyOne services, participating institutions will work with AcademyOne staff to integrate their student-information and degree-audit systems with the AcademyOne Application Service Provider (ASP) system. The requirements for this pilot-system integration will meet security standards for the protection of student information (i.e. FERPA and related technology standards).

Prior to pilot system activation, AcademyOne will benchmark the critical success factors used by participating public institutions to measure the efficiency and effectiveness of the existing student- and course-credit transfer processes and services, including any systems used in support of student-advising services. Following activation of the pilot system, participating institutions will assist AcademyOne in collecting the data necessary to measure any changes – positive or negative – in the benchmark critical success factors.

Additionally, AcademyOne will generate Web reports designed to provide the participating institutions and the HECB with institution-usage data and, when the functionality becomes available, student-usage data (in aggregate). The AcademyOne Web applications environment includes Crystal Reports; AcademyOne will provide the HECB with the opportunity to specify reports and report content appropriate to project goals.

## **Project Goals and Benefits**

The pilot project will benefit students and the state's public higher education institutions. By gathering detailed information about system requirements and the challenges to implementation, the HECB will be in a better position to advocate for state funding to extend the system to all of the state's baccalaureate institutions and community colleges. A proposal to extend the system after completion of the pilot is included in the HECB's agency budget request, under tab 6 of the board's July meeting materials.

Project goals are to:

- Provide students with a user-friendly, on-line environment in which they can search available courses and programs at participating institutions in the state, evaluate their progress toward a degree, and plan ahead.

- Provide an evaluation of the effectiveness of a single on-line-advising Web site for college students (i.e. both prospective students and students currently enrolled at participating institutions). A focal point of this research will be to measure the impact that the WAS pilot system has on issues that are specific to the transfer-student population, e.g. taking courses that don't apply to a degree or aren't accepted at the time of transfer. The research will capture data and information in aggregate, from students as well as faculty advisors; using the WAS pilot system to assess the incremental value of Web advising over current advising practices.
  - Data collection will include assembling student interface requirements that would be critical in ensuring that students use the system.
- Assess the benefits, including potential cost savings, of utilizing a central Web site for the development, negotiation, publishing and maintenance of articulation agreements and course equivalencies for participating postsecondary institutions. A pre-pilot benchmark study at participating institutions will provide a reference point by which the value of the automation provided during the pilot-system test can be measured.
- Record the data and information that will enable the HECB to (1) substantiate the benefits and value of the proposed statewide WAS, and (2) secure state funding for WAS in the 2007-09 biennial budget.
- Develop an assessment of implementation risks and planning adjustments that will help design an effective RFP process and statewide roll-out process.

Principal benefits of the WAS pilot system research project include:

- Identifying the potential contribution (quantitative and qualitative measures) that a statewide WAS can make toward increasing the number of degrees awarded to the transfer-student population;
- Identifying the potential for improving services to postsecondary students;
- Identifying the potential increase in the productivity and job satisfaction of faculty advisors;
- Identifying the potential increase in efficiency of the admissions and advising staff that will result from process improvements related to the identification, negotiation, publishing and maintenance of course equivalencies;
- Identifying and/or building upon the end-user requirements; and
- Identifying the key components of successful RFP and statewide implementation processes.



## Anticipated Project Costs and Timelines

<b>Invoice/ (Cost)</b>	<b>July 06</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan 07</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Project Mgt (\$95,000)	5,000	10,000	10,000	10,000	10,000	10,000	10,000	5,000	5,000	5,000	5,000	10,000
CEMEA Subscription (\$21,000)		1,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
CEMEA Services (\$7,000)		7,000										
Interfaces (\$30,000)			10,000	10,000	10,000							
Travel, etc (\$10,000)		4,000		4,000								2,000
Grants to Institutions (\$30,000)			10,000	10,000	10,000							
HECB Admin/ Contingency Costs (\$32,000)	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	2,000	2,000	2,000	2,000
<b>TOTALS (\$225K)</b>	<b>8,000</b>	<b>25,000</b>	<b>35,000</b>	<b>39,000</b>	<b>35,000</b>	<b>15,000</b>	<b>15,000</b>	<b>10,000</b>	<b>9,000</b>	<b>9,000</b>	<b>9,000</b>	<b>16,000</b>

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

July 2006

## **Biennial Review of Academic Enrollments, Programs, and Locations Information Item**

This is an informational report for the members of the Higher Education Coordinating Board. This item was originally scheduled for discussion on the May 2006 agenda. It was delayed to the July meeting due to time constraints. No board action is required at this time.

### **Overview**

The Higher Education Coordinating Board (HECB) is charged with overseeing state higher education resources. A key aspect of this role is the planning and coordination of academic programs and off-campus facilities, including teaching sites and centers.

The *2004 Strategic Master Plan for Higher Education* called for the development of new planning tools and the integration of previously separate approval processes for new degree programs, and the approval of purchases and leases of major off-campus facilities.

In September 2005, the board approved a revised framework for the approval of new degree programs, the creation of off-campus teaching sites and centers, and assessment and reporting requirements for new and existing programs offered by the six public baccalaureate institutions. The *Program and Facility Policies and Procedures* outlines the framework in detail.

Institutions must demonstrate that their proposed new programs and/or facilities respond to the *State and Regional Needs Assessment* and that the proposed programs are aligned with or implement the *2004 Strategic Master Plan for Higher Education*. Board approval is based on evidence that the program or off-campus facility is likely to:

- Support the unique role and mission of the institution(s);
- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time;

- Meet state and/or regional student, employer, and community needs;
- Provide access for diverse student populations;
- Demonstrate that the need is commensurate with the costs to be incurred and represents an effective use of fiscal resources; and
- Be free from unnecessary program duplication.

## **Reporting Requirements**

On a biennial basis, the institutions are required to report to the board on the enrollment success of new programs and off-campus programs. The reports include a review of the status of new degree and certificate programs initiated within the previous five-year period and current degree and certificate programs offered at off-campus locations. In addition, the reports outline key academic planning activities that are not subject to board approval, such as the renaming of programs. The HECB also requires the institutions to review each continuing degree program on a cycle adopted by the institution (e.g., every five, seven, or ten years) and report to the HECB. These reviews will be the subject of a separate report to the board.

### **New program enrollments**

The report on enrollments in new degree programs covers programs that began enrolling students between 2000 and 2005. The reports detail enrollments in 103 new programs. The programs enrolled a total of 2991 FTE students. Appendix B provides a detailed breakdown of the reported enrollments.

### **Off-campus enrollments**

The public baccalaureate institutions enrolled a total of 4119 students at various off-campus sites or centers (not including system campus enrollments). Students enrolled in off-campus programs generally are enrolled in state funded programs; however, a significant portion of enrollments are self-sustaining, meaning the institution does not receive state enrollment funds to support these programs. Enrollments in off-campus programs account for 4.5 percent of the average annual enrollments at the public baccalaureate institutions in 2004-2005. More detail on the off-campus enrollments is provided in a companion report and recommendation on classification of off-campus teaching facilities.

**Planned programs/program changes**

Institutions also report substantive program and facility changes, including renamed programs, renamed teaching sites and centers, new degree options and minors, eliminated programs, and programs for which the planning authorization has sunset. During the period of this review, the public baccalaureate institutions eliminated or suspended 46 programs. As required by HECB policy and the Northwest Commission on Colleges and Universities (NWCCU), students enrolled in the programs have been provided options to complete their programs in a timely manner and with a minimum of disruption. Key program changes are detailed in Appendix D.

## Appendix A

## Program Approval Activity

(note: programs listed in italics were not included in the 2005-2007 program plans)

Institution	Program	Location	Status
<b>CWU</b>	BAS Food Service Management	SeaTac, Lynnwood	Approved 05-25
	BS Geography	Ellensburg	
	BAS Industrial Technology	<i>Ellensburg</i> , SeaTac, Lynnwood	Approved 04-29
	MA Visual Arts: Teaching	Ellensburg	
	MEd Education & Linguistic Diversity <i>Revised name, "Inclusiveness Teaching Strategies"</i>	Ellensburg	Approved 04-25
	<i>ADDITION: BAS Safety and Health Management</i>	<i>Ellensburg, SeaTac, Lynnwood</i>	<i>Approved 04-28</i>
<b>EWU</b>	BA Women's and Gender Studies	Cheney	Approved 06-04
	<i>BS Electrical Engineering</i>	<i>Cheney</i>	<i>Approved 04-07</i>
	<i>M Occupational Therapy</i>	<i>Spokane</i>	<i>Approved 04-03</i>
<b>TESC</b>	No New Programs Planned for 2005-2007		
<b>UW</b>	BA Geographic Information Systems & Cartography	Tacoma	
	BA Responsive Citizenship	Seattle	
	BA Urban & Regional Planning	Tacoma	
	<i>ADDITION: BA Computing and Software Systems</i>	<i>Tacoma</i>	<i>Approved 06-02</i>
	BS Embedded Computer Engineering Systems	Tacoma	
	<i>BFA Digital Arts and Experimental Media</i>	<i>Seattle</i>	<i>Approved 04-06</i>
	M Rehabilitation Counseling	Seattle	
	M Teaching	Tacoma	
	MA Cultural Studies	Bothell	Approved 06-01
	MS Computational Molecular Biology	Seattle	
	MS Embedded Computer Engineering Systems	Tacoma	
	MS Medical Education & Informatics	Seattle	
	D Library & Information Management	Seattle	
	PhD Computational Molecular Biology	Seattle	
	PhD Public Policy & Management	Seattle	Approved 06-07
<b>WSU</b>	BA Linguistics	Pullman	
	<i>BA Professional Development</i>	<i>Spokane</i>	<i>Approved 04-11</i>

	<i>BS Exercise Physiology and Metabolism</i>	<i>Spokane</i>	<i>Approved 04-12</i>
	<i>MS Computer Engineering</i>	<i>Pullman</i>	<i>Approved 04-13</i>
	<i>D Audiology</i>	<i>Spokane</i>	<i>Approved 04-14</i>
	<i>Ed.D. School Administrators (extension of Pullman program).</i>	<i>Statewide / Distance</i>	<i>Approved 04-31</i>
	<i>Ph.D. Criminal Justice</i>	<i>Pullman</i>	<i>Approved 04-15</i>
	<i>Ph.D. Design</i>	<i>Interdisciplinary Design Institute Spokane</i>	<i>Approved 04-05</i>
	PhD Health Policy & Administration	Pullman, Spokane	
	PhD Nursing	Spokane, Distance Education	
<b>WWU</b>	MEd Advanced Classroom Practice	Bellingham	Approved 04-09
	MEd Continuing & College Education	Bellingham & Everett	Approved 04-10
	MS Marine & Estuarine Science	Bellingham	

## Appendix B

**New Program Enrollments**  
**(Programs Approved Past 5 Years)**

<b>Institution</b>	<b>Program</b>	<b>2004-05 Enrollment</b>
Central Washington University	7 Baccalaureate	57
	1 Master's	Begins Fall 05
Eastern Washington University	4 Baccalaureate	133
	4 Certificates (3 New with no enrollment)	4
	1 Master's	6
	1 Doctorate	152
The Evergreen State College	No New Programs	
The University of Washington	13 Baccalaureate	644
	1 Certificate	32
	19 Master's	645
	11 Doctorate	293
Washington State University	20 Baccalaureate	431
	10 Master's	137
	5 Doctoral (2 enrolling students)	30
Western Washington University	4 Baccalaureate	385
	2 Master's	41
<b>Total New Programs</b>	<b>48 Baccalaureate</b>	<b>1,651</b>
	<b>5 Certificate (not all certificate programs report)</b>	<b>36</b>
	<b>33 Master's</b>	<b>830</b>
	<b>17 Doctorate</b>	<b>474</b>

## Appendix C

## Off-Campus Program Enrollments

<b>Institution</b>	<b>Sites</b>	<b>Programs</b>	<b>2004-05 Annual Average FTE</b>
Central Washington University	2 Centers, 4 Teaching Sites	12 Programs delivered to multiple sites and/or centers	963
Eastern Washington University	1 Center, 10 Teaching Sites	23 Programs delivered to multiple sites and/or the center	1075
The Evergreen State College	1 Center, 6 Teaching Sites	2 Programs delivered to multiple sites and the center	286
The University of Washington	None		n/a
Washington State University	1 Center, 9 Teaching Sites	14 programs delivered to multiple sites and/or the center.	1031
Western Washington University	10 Teaching Sites	14 programs delivered to multiple sites	764
<b>Total Off Campus Enrollments</b>			<b>4119</b>



## Appendix D

## Planned Programs/Program Changes

Institution	Planning Activity	Program Effected
Central Washington University	Renamed Programs	6
	New Specializations	5
	Eliminated Programs	10
Eastern Washington University	Renamed Programs	-
	New Specializations	-
	Eliminated Programs	-
The Evergreen State College	Renamed Programs	
	New Specializations	
	Eliminated Programs	
The University of Washington	Renamed Programs	2
	New Specializations	0
	Eliminated Programs	0
Washington State University	Renamed Programs	4
	New Specializations	10
	Eliminated Programs	34 (including options)
Western Washington University	Renamed Programs	6
	New Specializations	8
	Eliminated Programs	2
<b>Total Program Changes</b>	Renamed Programs	<b>18</b>
	New Specializations	<b>23</b>
	Eliminated Programs	<b>46</b>



**July 2006**

## **Classification of Off-campus Teaching Sites Information Item**

The Higher Education Coordinating Board is charged with the oversight and coordination of the state's higher education resources. Consistent with legislation and the 2004 Strategic Master Plan for Higher Education, the HECB is in the process of implementing policy for the approval of the establishment of new teaching sites, centers, or campuses by the public baccalaureate institutions. As part of this implementation process and in accordance with the *Program and Facility Approval Policies and Procedures*, the board is being asked to review proposed classifications of existing off-campus teaching facilities.

This report is for information only; no board action is required at this time. The classification of a given site has implications for capital planning and for the provision of student and academic services. The board will be asked to approve classifications of existing teaching sites at the September 2006 meeting.

This item was originally scheduled for discussion on the May 2006 agenda. It was delayed to the July meeting due to time constraints.

### **Overview**

In September 2005, the HECB approved policies and procedures, which established a means for the orderly growth of off-campus teaching sites and centers. The board's policy recognizes that new instructional sites may develop in various ways. Instructional sites are classified according to a number of factors, including size, program array, and the level of service provided to students. Off-campus teaching facilities generally may be classified into one of three categories: 1) a teaching site, 2) a center, or 3) a system campus or four-year college or university.

Development of a new teaching facility may begin at any of these points. For example, institutional planning may call for the institution to develop an off-campus center without beginning as a teaching site. The institution may have no plans to grow the center into a system campus.

## Definition of Off-campus Teaching Sites

### Teaching site

A teaching site may be a temporary teaching site dedicated to a limited number of degree or certificate program offerings and/or students. Typically, a teaching site would enroll fewer than 150 students in no more than three distinct degree programs.

An institution must make reasonable and appropriate provisions for student services to ensure that students have access to all resources and information required to support their academic programs. In addition, students must have access to academic resources including faculty, a library, technology resources, and laboratory space needed to meet program requirements.

An institution may not acquire property by purchase, gift, or other means for the purpose of establishing a teaching site.

### Center

The development of a higher education center or consortium represents a significant long-term investment of public resources. Consequently, the board considers these developments to ensure that they are an efficient use of state resources; are appropriate to the role and mission of the institution(s); and provide for appropriate student, faculty, and staff support to ensure program quality.

A higher education center may be organized as a multi-institutional teaching entity or as a single university/college enterprise. Centers are often located on community college campuses. Centers may include agreements in which an institution brings in programs offered by another institution (e.g., a public or independent Washington institution and/or an institution outside Washington). Centers also may include co-location of two-year and four-year institutions or multiple four-year institutions sharing an off-campus site.

Typically, a higher education center would enroll students in multiple degree programs (two or more). Centers vary in size, but typically, would enroll between 150 and 1,500 students.

Centers, relative to teaching sites, provide more extensive on-site student services and resources appropriate for a larger number of students. The governance structure of the center is at the discretion of the home institution and is consistent with policies at the “main” campus and other centers operated by the institution.

**System campus or new four-year college or university**

Establishing a new four-year college or university campus represents a substantial investment of state resources and requires significant planning. Prior to consideration for creation of or transition to a four-year college, an institution may first operate as a center or branch campus to ensure that student, employer, and community demand exists.

Through the legislative process, the legislature and governor have the sole authority to establish system campuses or new four-year colleges or universities. The branch campuses operated by the University of Washington at Tacoma and Bothell and Washington State University at Spokane, Tri-Cities, and Vancouver are classified as “system campuses” with the authority to offer major lines of study and types and levels of degrees authorized by law under RCW 28B.45.

The HECB may recommend to the legislature the creation of a new four-year institution or a change in status of an existing institution in response to student, employer, and community demand. A study of the feasibility for such an institution may be initiated by the board, an institution wishing a review of its status, or the legislature.

The HECB or an institution or consortium of institutions in consultation with the HECB, must conduct a regional needs and feasibility study to determine the need for and scope of a proposed new four-year institution or campus.

**Classification Procedure**

The proposed classifications reflect consideration of a range of factors, including the size of the teaching site in terms of enrollments, program array, and capital; the capacity to provide local services to students and faculty; and the presence of a long-term commitment to serving students in the area.

A listing of existing off-campus teaching facilities with the proposed classifications is provided in Appendix A. These classifications will be reviewed with the institutions and circulated throughout the Washington higher education system for comment prior to board action in July.

## Appendix A

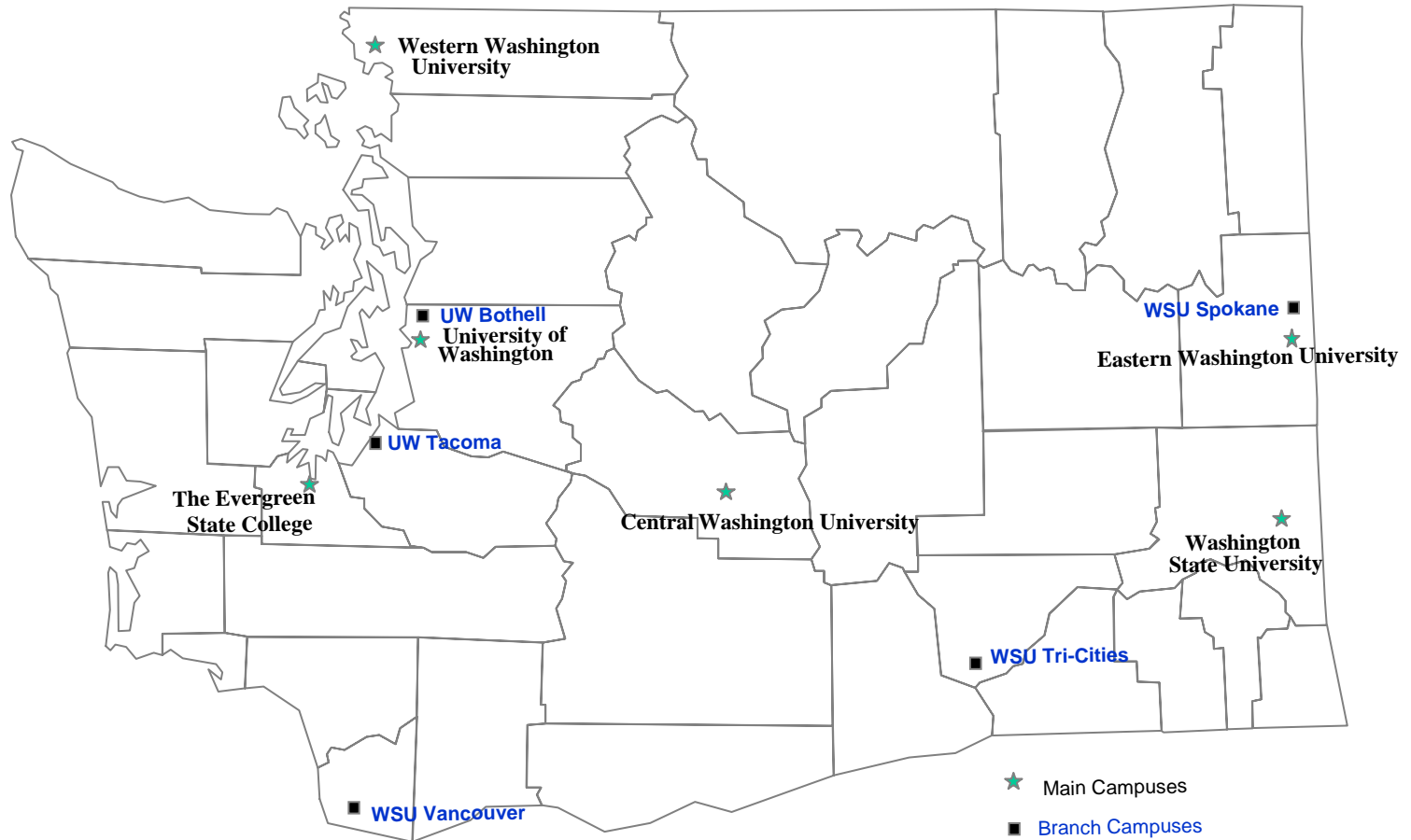
## Proposed Classification of Existing Off-Campus Teaching Facilities

<b>Institution</b>	<b>Site</b>	<b>Program Array</b>	<b>Enrollments (2004-05 Annual Average FTE)</b>	<b>Proposed Classification</b>
Central Washington University	Des Moines	5 Bachelor's and 3 Master's programs	484.9	Center
Central Washington University	Lynnwood	6 Bachelor's and 1 Master's	356.3	Center
Central Washington University	Moses Lake	1 Master's	2.9	Teaching Site
Central Washington University	Pierce County	2 Bachelor's	48.7	Teaching Site
Central Washington University	Wenatchee	1 Bachelor's and 1 Master's	22.2	Teaching Site
Central Washington University	Yakima	2 Bachelor's	48.3	Teaching Site
Eastern Washington University	Bellevue	3 Bachelor's	26.3	Teaching Site
Eastern Washington University	Everett	1 Master's	60.9	Teaching Site
Eastern Washington University	Kent	1 Master's	41.4	Teaching Site
Eastern Washington University	Lakewood (Pierce College)	1 Bachelor's	18.9	Teaching Site
Eastern Washington University	Moses Lake	1 Master's	8.2	Teaching Site
Eastern Washington University	Seattle (Shoreline CC)	1 Bachelor's	7.4	Teaching Site
Eastern Washington University	Seattle (South Seattle CC)	1 Bachelor's	1.3	Teaching Site
Eastern Washington University	Spokane	5 Bachelor's, 11 Master's, 1 Doctorate, 1 Grad Certificate	711.9	Center
Eastern Washington University	Vancouver	1 Master's	44	Teaching Site
Eastern Washington University	Vancouver (Clark College)	2 Bachelor's	18.9	Teaching Site
Eastern Washington University	Yakima	1 Master's	22	Teaching Site
The Evergreen State College	Tacoma	BA or BS	230	Center
The Evergreen State College	Muckleshoot	BA or BS	13.3	Teaching Site

The Evergreen State College	Nisqually	BA or BS	5.6	Teaching Site
The Evergreen State College	Port Gamble, Klallam	BA or BS	10.9	Teaching Site
The Evergreen State College	Quinault	BA or BS	12.5	Teaching Site
The Evergreen State College	Skokomish	BA or BS	4.5	Teaching Site
The Evergreen State College	Greys Harbor	BA or BS	9.4	Teaching Site
University of Washington	None			
Washington State University	Aberdeen	1 Bachelor's	77.5 (includes enrollments at Centralia and Longview)	Teaching Site
Washington State University	Centralia	1 Bachelor's	See Aberdeen	Teaching Site
Washington State University	Longview	1 Bachelor's and 1 Graduate Certificate	See Aberdeen and Everett	Teaching Site
Washington State University	Everett	1 Graduate Certificate and 1 Master's	21 (includes enrollments at Longview, Puyallup, Wenatchee, and Renton)	Teaching Site
Washington State University	Puyallup	1 Graduate Certificate	See Everett	Teaching Site
Washington State University	Renton	1 Master's	See Everett	Teaching Site
Washington State University	Walla Walla	1 Bachelor's and 1 Master's	92.8 (Also includes enrollments at Wenatchee and Yakima)	Teaching Site
Washington State University	Yakima	1 Bachelor's and 1 Master's	See Walla Walla	Teaching Site
Washington State University	Wenatchee	1 Bachelor's, 1 Graduate Certificate, and 1 Master's	5.2 also see Everett and Walla Walla	Teaching Site
Washington State University	Various / Non-Site Specific	8 Bachelor's, 1 Graduate Certificate, 2 Master's, and 1 Doctorate	830.3	N/A
Western Washington University	Anacortes	1 Master's (closed)	5.8	Teaching Site
Western Washington University	Bellingham	1 Bachelor's, 4 Certificates, and 1 Master's	142.4	Teaching Site
Western Washington University	Bremerton	2 Bachelor's and 1 Master's	104.7	Teaching Site
Western Washington University	Bremerton / Poulsbo	2 Bachelor's	13.4	Teaching Site
Western Washington University	Everett	2 Bachelor's, 2 Certificate, and 1 Master's	156.9	Center
Western Washington University	Mt. Lake Terrace	1 Certificate, 1 Master's	33.8	Teaching Site
Western Washington University	Oak Harbor	1 Bachelor's	32.8	Teaching Site

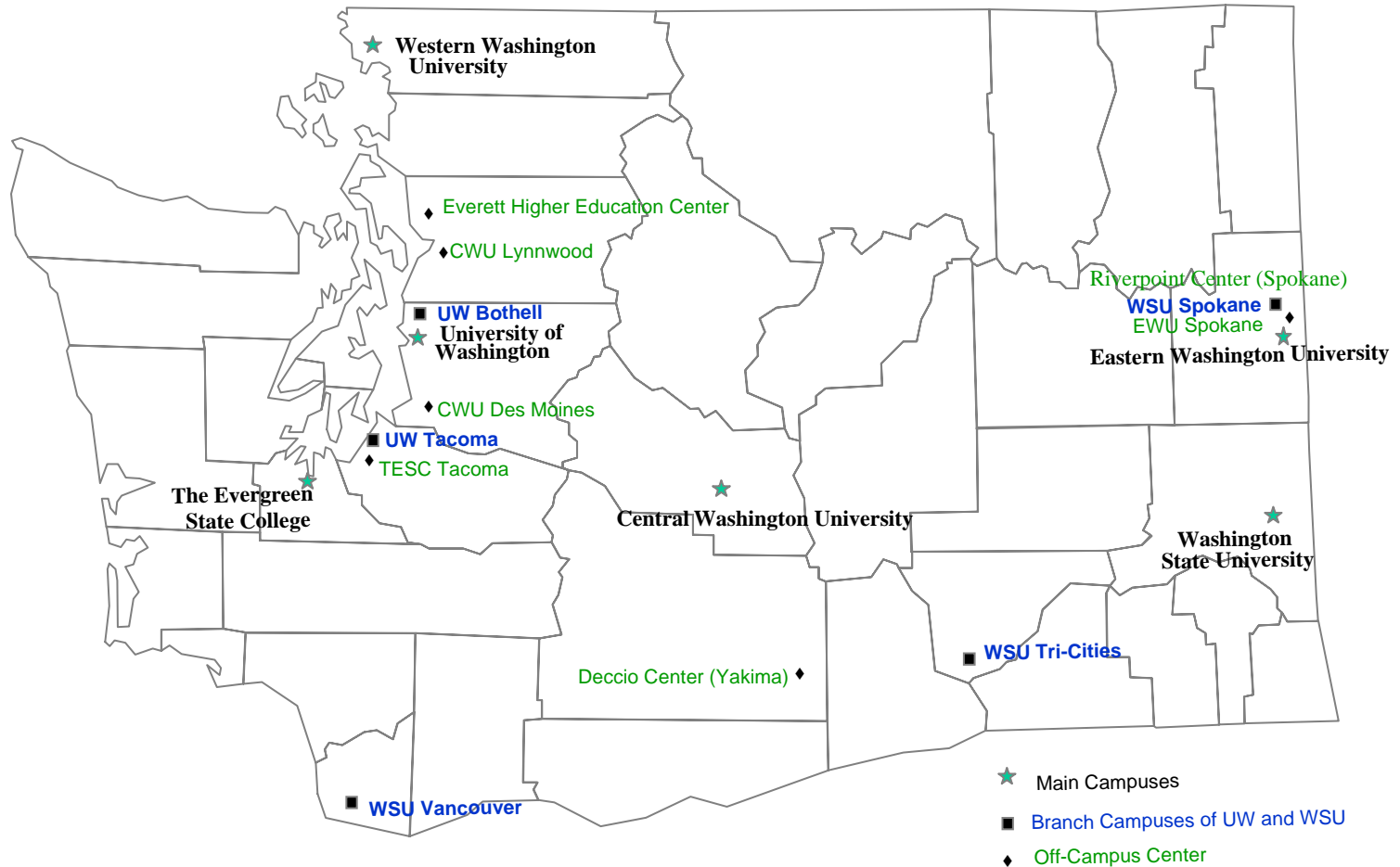
Western Washington University	Port Angeles	3 Bachelor's	2.2	Teaching Site
Western Washington University	Seattle	1 Bachelor's and 1 Master's	82.5	Teaching Site
Western Washington University	Shoreline	1 Bachelor's and 1 Master's	71.7	Teaching Site
<b>Multi Institution Centers (include programs listed above)</b>				
Riverpoint Center (WSU)	Spokane	Washington State University and Eastern Washington University	1518.8 (some enrollments at other Spokane locations being moved to Riverpoint).	Center
Deccio Center (YVCC)	Yakima	Yakima Valley Community College, Central Washington University, Eastern Washington University, Washington State University.	Enrollments in excess of 70, an exact count for WSU is not available.	Center
Everett University Center (EVCC)	Everett	Everett Community College, Western Washington University, University of Washington, Bothell, Washington State University	Newly Restructured. Approximately 226 FTE delivered at sites in Everett currently; 250 Funded FTE for Fall 2006	Center

## PUBLIC FOUR-YEAR INSTITUTIONS: SYSTEM CAMPUSES





## PUBLIC FOUR-YEAR INSTITUTIONS: SYSTEM CAMPUSES AND CENTERS



# PUBLIC FOUR-YEAR INSTITUTIONS: SYSTEM CAMPUSES, CENTERS, and TEACHING SITES

